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# Skills Practice Book

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# Starting Points in Language

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# Skills Practice Book

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GINN AND COMPANY  
EDUCATIONAL PUBLISHERS



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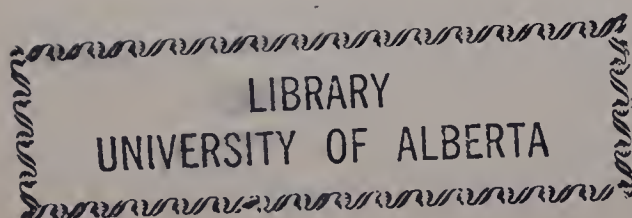
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BCDEF 085432 WC  
Printed in Canada

ISBN: 0-7702-0665-4  
C86025

For the illustrations, acknowledgment is made to  
Patrick Corrigan  
Helen Fox  
Barbara Klunder  
Jock McCrae  
Pauline McGraw  
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# I/One to be Ready

## LEARNING TO USE STUDY AND LIFE SKILLS

### Preparing direction sheets for games

This direction sheet tells you how to run a sack race, but the game directions are mixed up. What direction should come first? Put number 1 on the line in front of it. Number the rest of the directions in the correct order.

- .....When the starter yells, "Go," the players hop towards the finish line.
- .....Have the players climb into burlap sacks and line up along the starting line.
- .....Mark off a starting line and a finish line on a field.
- .....The first player across the finish line wins and becomes the starter for the next race.
- .....Choose a starter.

Now, write the directions for the sack race in the correct order. Add time-order words where you think they might help. Time-order words are words that help tell you what happens next. Words like: *first*, *second*, *then*, *next*, and *finally* are time-order words.

.....

.....

.....

.....

.....

.....

Does the direction that you chose to go first have to go first? .....

What other direction could go first? .....

Does it matter in what order you write the other directions? Why? .....



---

## LEARNING TO BUILD SENTENCES

# Writing complete sentences

When we write, we write in sentences. Sentences are groups of words that express our thoughts. A sentence usually tells you who did what or who is doing what. Read the following groups of words carefully. Underline the part that tells what someone did or what someone is doing, twice. Underline any part that tells who, once. Then write an S beside each group of words that forms a sentence. Remember, a sentence expresses a thought by telling who did what or who is doing what. The first sentence has been done for you.

.....Forty armadillos played musical chairs.....

.....

.....Was losing the game.....

.....

.....The team captain.....

.....

.....Sid Fingerhut organized the polo playoffs.....

.....

.....Suddenly, the referee blew his whistle.....

.....

.....Swam very well.....

Now, look at the groups of words that are not sentences. Add the words that are needed to make them into sentences. If a group of words does not tell what someone did, then you must add that. If a group of words does not tell who did it, then you must add that. Give your work to a classmate. Does he or she agree with what you have written?

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Remember: always write complete sentences in all your work.

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## LEARNING TO USE PUNCTUATION

# Using capital letters and periods

Use a capital letter to begin:

- the first word of a sentence. (The budgie flew. A cat watched.)
- the names of particular days, months, and holidays. (Monday, March, Canada Day)
- the word, I.
- the names of persons and groups of persons, or particular persons, including their initials and titles. (Dr. H. P. Coldhands, Mary Grink, Moosewatchers' Club)
- the names of places. (Vancouver, Canada, Quebec, Spark Street, CN Tower)

Read the paragraph below. Write the words with capital letters in the spaces under the rules they match.

Young Sid Crank is a famous barefoot skier from Brandon, Manitoba. During July and August, Sid trained on Lake Winnipeg for the contest being held next Thursday in Peru. A Halifax skier named Herb Sternum feels that Sid should not be allowed in the contest. A skiing expert named Mr. O. W. Stamper disagrees. Said Mr. Stamper last Monday, "I think Sid is the greatest skier ever. I don't think anyone should keep him out of the contest just because he has metre-long feet."

Read the paragraph below carefully. You will see that the writer forgot to begin some words with capital letters. Improve the paragraph by putting in the capital letters that are missing. If you can't remember when to use a capital letter, look at the rules above.

Last tuesday, captain e. king and i played checkers in the public library on River drive. as we finished our game, fred and Hank Kimball joined us. Then hank and I played the next game while fred showed the Captain the secret handshake used by the members of the cloudgazer's Club. When we finished playing, we all promised to meet again the following Saturday in ovenville

You should have added **12** capital letters.

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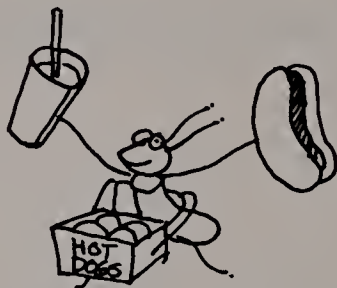
Remember: check all your writing for capital letters.

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LEARNING TO BUILD SENTENCES

Using subjects and predicates

A complete sentence usually has two parts. One part tells what someone did or is doing. The other part tells who did it or is doing it. The part that tells what someone did or is doing is called the predicate. The part that tells who is the subject.



Subject (who did it or is doing it)  
the ant  
the bird  
the armadillo  
the frog  
the goal posts

Predicate (what someone did or is doing)  
is passing between the goal posts.  
is acting as referee and signaling.  
are holding up a crossbar.  
is carrying a football.  
is selling hot dogs and cold drinks.

Put subject and predicate parts together to make sentences that tell about the picture. The first one has been done for you. If necessary, use another sheet of paper.

Read the following groups of words carefully. Underline the predicates twice and the subjects once. Then, write an S beside each group of words that forms a sentence. Remember that a sentence has both a subject and a predicate.

- .....steamed by like an express train .....
- .....Bernie smith plays darts every Tuesday .....
- .....Suzie, our best player .....
- .....cheered wildly .....
- .....Cecil cooked cod for friday's cooking event .....
- .....ran like a winner .....

Now make any group of words that is not a sentence into a sentence. If a group of words does not have a predicate, you must add that. If the group of words does not have a subject, you must add that.



## Writing a paragraph that gives directions

The main idea of a paragraph tells what the paragraph is about. In many paragraphs the main idea is in the first sentence. That is good. But sometimes a sentence that doesn't belong in the paragraph sneaks in. That's bad.

The main idea of the following paragraph is in the first sentence. That's good. But there's a sentence in the paragraph that doesn't belong. Cross it out. (Hint: it's the one that doesn't go with the first sentence.)

Grilled cheese sandwiches are delicious and easy to make. First, butter two slices of bread. Next, heat a sandwich grill or frying pan. Put a slice of bread in the pan or grill, butter side down. Butter is quite expensive to buy. Place sliced cheese on the bread and put the other slice of bread on top, butter side up. When one side of the bread is a nice toasty brown, turn the sandwich over. When the other side is brown, your sandwich is ready to eat.

Here are three sentences. Check the one that could be part of the paragraph above. Which sentence in the paragraph could it be? The fourth one? the seventh? Write the number beside the sentence.

.....Cheese is imported from all over the world and comes in all shapes and sizes.

.....You can use either white or brown bread.

.....I don't like to cook in anyone else's kitchen because I never know where anything is.

Now, read the following paragraph. Think of a first sentence for the paragraph. Your first sentence should give the paragraph's main idea. Write it in the space below.

.....

Get some flour and water. Mix them together. Use just enough water to make the paste gluey. Stir hard to make sure you get all the lumps out. You can use your paste for gluing pictures in your scrapbook or for sticking things together that you are making.

Add time-order words to your paragraph. Words you could use are: *first*, *next*, *then*, *finally*.

---

Remember: check all your writing to see if time-order words will make it clearer.

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# *Learning to...*

What places do you walk to in your neighborhood? Do you walk to school? to the library? to a park? to your grandparents' house?

Choose one of the above, or another place that you would like to tell about. Write a paragraph telling how to get to the place from your house.

First, write down in point form and in order the information you need to include in your paragraph.

.....

.....

.....

.....

.....

.....

.....

Draw a map to show the part of your neighborhood that you are telling about and put arrows on it to show where you would walk.

# 2/Who Am I?

## LEARNING TO USE WORDS

### Understanding polite conversation

When you speak to the people around you and they speak to you, you speak in different ways all the time.

For example, if you wanted to go to the park, what would you say to a friend whom you wanted to go with you? .....

What would you say to your mother or father if you wanted her or him to let you go to the park? .....

If you asked the same thing in the nastiest way you could, what do you think the reaction might be? .....

Under the headings below, list some words that describe the way someone might speak to you. An example is done for you.

<u>Polite</u>	<u>Not Polite</u>
pleasantly	rudely
.....	.....
.....	.....
.....	.....
.....	.....

Read the following sentences which are not polite. Rewrite them in polite language on the lines below each.

1. I'm trying to work, so get lost.  
.....
2. Get your hands off my books.  
.....
3. Get your junk out of my locker.  
.....



## Recording personal observations in a diary

A diary tells about your everyday life and thoughts. It can tell how you feel about friends, your family, or yourself. It can also tell what happens to you each day, or what you plan to do in the future. Every time you write in your diary, put the date at the top of the page. Later, you will be able to look back and see what you did and how you felt at different times of the year.

Below are some imaginary things that could happen to you. Choose one of these topics and write a paragraph about it as if you were writing in your diary. For example, if you wish to write about your snake collection, you might start your diary entry like this: Today, I went to look at my snakes in their cages...

1. Imagine you collect snakes for a hobby. Today one of your snakes bites you. How do you feel about it?
2. Imagine you and a friend visit a television studio. You meet your favorite performer. What do you talk about? How do you feel about meeting this person face to face?
3. Imagine that you travel alone on a bus for the first time. You are going to visit a friend or relative in another city, but you get on the wrong bus. How do you feel when you discover your mistake? What do you do? Whom do you meet? What happens to that sandwich in your pocket?

Write your paragraph here. If necessary, use another sheet of paper.

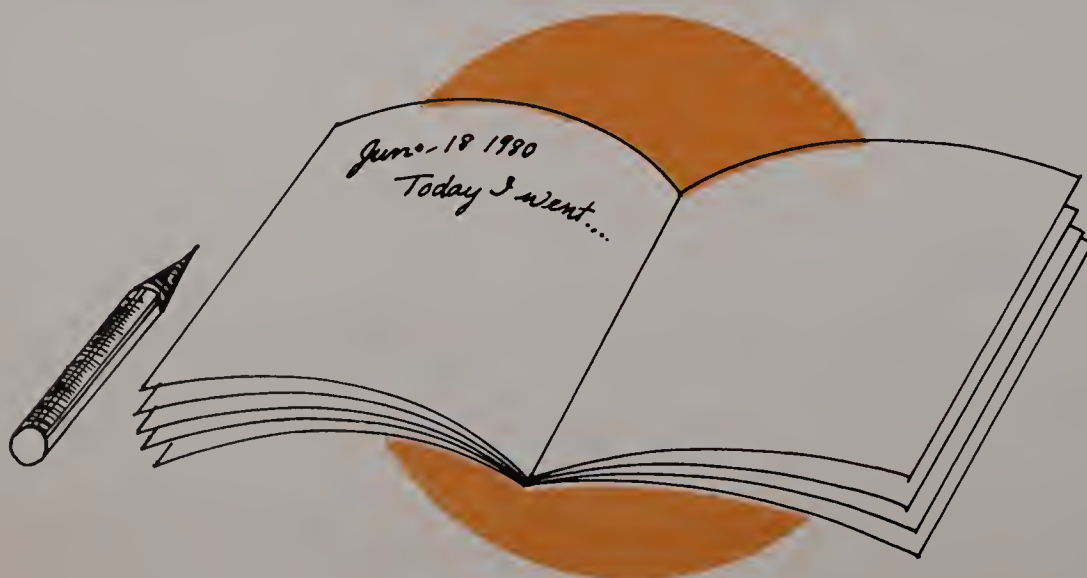
.....

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.....



LEARNING TO BUILD SENTENCES

Using verbs

What information does the predicate of a sentence give you? .....

What information does the subject give you? .....

Read the following sentences. Underline the predicates twice and the subjects once.

- 1. My mother builds ant farms.
- 2. Both my friends jump over armadillos.

Now, go back and look at the circled words and where they are in the sentences. The circled words tell about actions and are called verbs. Verbs are usually found in the predicate part of the sentence. Every complete sentence has at least one verb. Some sentences have more than one.

Here are some more sentences. Underline the predicates twice and the subjects once. Then circle the verb or verbs in each sentence. The first one is done for you.

- 1. An angry newt never howls.
- 2. Cyril Shurl sails sailboats.
- 3. Many mothers meet at the market.
- 4. Cathy buys buns on Saturdays.
- 5. Alan hates hockey and loves baseball.
- 6. Charles Weaselwink loses his pet weasel once a week.

Now, write four sentences of your own, using the following words as verbs:

jumps          roars          wiggles          pops

.....

.....

.....

.....

.....

.....

Do all your sentences contain verbs? Circle each verb you used.

## LEARNING TO BUILD SENTENCES

# Using nouns and noun signals

Nouns are words that name someone or something. Underline the words that name things in the following sentences.

An apple is on the table.

A boy fell off a bicycle.

Take a message to the teacher.

What word comes before each noun in the above sentences? Circle each one. The words that you circled are called noun signals. They tell you, or signal, that nouns come after them. Write the three different noun signals that you circled.

.....

Circle the best noun signal for each of the following sentences. The first one has been done for you.

1. (A/An/The) bananas are rotten.
2. I have an uncle and (a, an, the) aunt who live in Saskatoon.
3. The gorilla ate a pear, (a/an/the) apple, and three bags of celery.
4. I broke my jaw on (a/an/the) third day of school.
5. I take (a/an/the) breath every few seconds.
6. Mr. Toon goes for (a/an/the) swim every morning before work.

Write the noun signals in the following sentences:

1. I ate ..... banana that you gave me for lunch.
2. We went for ..... walk.
3. I saw ..... girls who broke the swing.
4. When ..... moon comes up, ..... lake near our house looks like ..... silver platter.

overcoat

bat

monkey

beds

radio

newspaper

trees

cat

chair

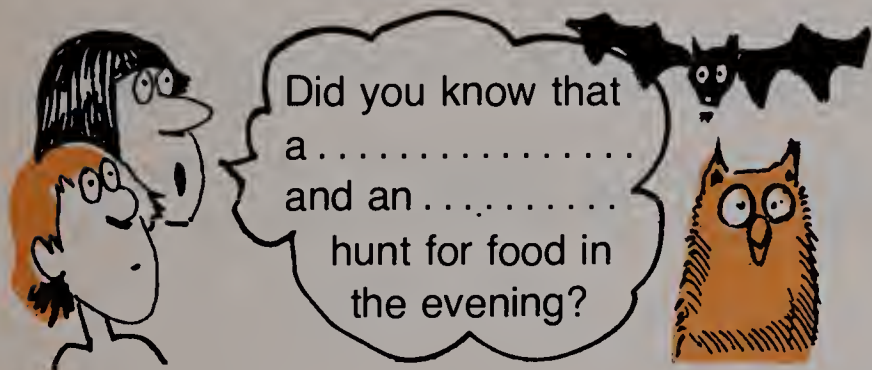
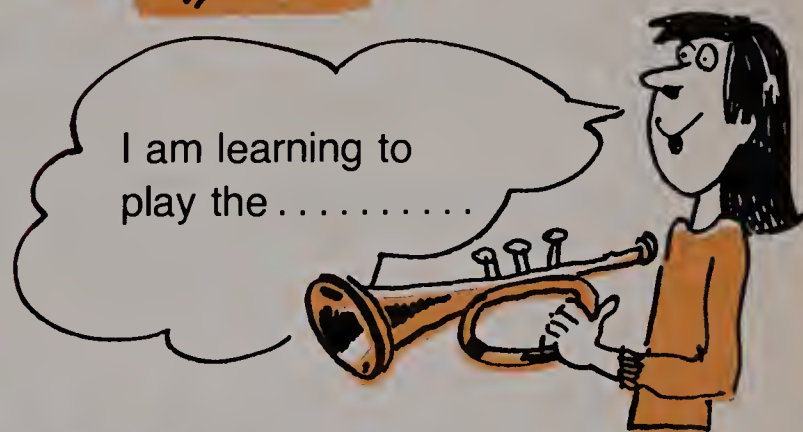
owl

trumpet

sleep

Complete the following pictures by using words from the list above as nouns. Make sure each noun you choose goes with its *noun signal*. The first one has been done for you.





Underline each noun signal and the noun you used.

Write a sentence about each of the following pictures. If necessary, use another sheet of paper.



Circle the nouns you used and underline the noun signals. Give your work to a classmate. Does your classmate agree with your work? If not, check with your teacher to see which of you is correct.

## LEARNING TO BUILD SENTENCES

# Using I and other subject pronouns

Read the following sentences.

I feed armadillos.

He feeds armadillos.

She feeds armadillos.

You feed armadillos.

They feed armadillos.

We feed armadillos.

The underlined word in each sentence replaces the name of a person or a group of persons. These words are pronouns. They are called subject pronouns because they are used in the subject parts of sentences.

You can use subject pronouns to replace nouns in the subject parts of sentences so that you don't have to keep repeating the nouns.

Complete these sentences by writing the correct subject pronoun in each blank space.

1. Karen finished her work. .... handed it to the teacher.
2. George and Alana worked on a project .... made a dinosaur.
3. "Jonas, .... bring the baseball equipment to the park."
4. When my sister and I get home, .... take the dog for a walk.
5. That man tells people that .... doesn't like animals.
6. Will .... help me carry the groceries into the house, Naomi?
7. Geraldine and Charles said: .... would bring some potato salad.
8. Gino and I felt sad when .... heard the news.





In the following paragraph, subject pronouns can be used to take the place of some of the nouns. Write subject pronouns above the nouns you think should be replaced. Read to the end of a sentence before putting a pronoun in the place of a noun. The first one has been done for you. (*I, he, she, you, they* and *we* are the subject pronouns.)

My cousins, Ralph and Edna, work at the circus. They have a famous juggling act. Noah, a friend of mine, went with his family to see them. “Hi,” my friend said, “how is the juggling business these days?” My friend and his family bought popcorn, then my friend and his family settled down to watch the show. My friend said that my friend couldn’t wait for the juggling act to start. My friend and his family were puzzled when my friend and his family saw that Ralph seemed to be juggling with invisible objects. Edna laughed while Edna explained the new act. Ralph, Edna said, was juggling forty thousand fleas.

Now, rewrite the paragraph as if *you* and *your family* were the ones who went to the circus. Which words will you have to change? If necessary, use another sheet of paper.

.....

.....

.....

.....

Exchange your work with a classmate. Does he or she agree with the changes you made.



Remember: Use pronouns in all your written work to avoid repetition

---

## LEARNING TO PUNCTUATE

# Using commas to separate nouns in a series

Read the following sentences. Then draw a box around each noun.

I collect stamps and coins.

I collect stamps, coins, and bottlecaps.

I collect stamps, coins, bottlecaps, and broken yo-yos.

For supper we have pizza, salad, crusty bread, or rolls.

Yesterday I bought a dress, shoes, slacks, a shirt, and a hat.

What punctuation mark do you notice in the above sentences? Circle the best answer to complete the following rules.

Commas are used to separate (two/three/four) or more nouns that occur in a list. The word *and* or the word *or* often goes before the last noun.

Now read the following sentences softly to yourself. Add commas where your voice tells you they are needed.

1. Brian will play checkers chess or football.
2. Winter brings ice and snow to most cities in Canada.
3. Max ate a peach a pear and a plum.
4. Marilyn trains the armadillo the iguana the goose and the rat.
5. The armadillo the iguana and the goose belong to Sheila.
6. A slim giraffe fat hippo and striped zebra walked around the animal park.
7. The dim lamp dark night rainy weather and lack of tools made it hard for us to repair the bicycle.
8. Leslie James Karen Patrick and Matthew can all three get ready to leave now.

How many commas did you add? You should have added **18** commas.

Read the following paragraph carefully. Put a check mark over each noun. Add commas where they are needed. Remember, commas are used to separate three or more nouns in a sentence.

Stan is a trout. He has been my buddy pal and mate for years now. During this time, Stan has learned to play the tuba the trumpet the flute the horn and the trombone. Last month, I caught him cutting ads out of magazines journals and newspapers. Then early last week, parcels boxes packages and crates began to arrive. They were addressed to Stan and full of rudders sails and masts. I asked Stan what he was doing with the boat kit. Stan blinked twice and said he was giving up music to become a sailfish.

Did you add **13** commas?

---

Remember: commas in your written work help your readers to understand your meaning.

---



LEARNING TO USE WORDS

# Understanding the history of surnames

What is the most common name in the English language? .....

The name *Smith* is a short form of *blacksmith*. It is a common name in other languages too, although it sounds quite different from the English form. Look at the following examples.

- Schmidt — Germany
- Lefevre — France
- Ferraro — Italy
- Kuznetzvo — Russia

A *smith* is a person who makes or repairs objects (usually metal).

Write a sentence to tell what the smiths in the list below do. If necessary, use another sheet of paper.

silversmith .....

coppersmith .....

goldsmith .....

locksmith .....

hammersmith .....

wordsmith .....



# Learning to...

Read the following passage. Then follow the directions below, one step at a time.

my very first day at school taught me that i am (a/an/the) smartest person around

This is how it all happened. our teacher, Mr. Antler, asked everybody in the class to draw  
(a/an/the) picture of an animal on (a/an/the) blackboard

Penguins are mostly black. .... worked hard on our drawings  
(the other student and myself)

When all the drawings were finished, the teacher asked us to take a careful look at each  
of them. then .... asked us to guess what each picture was There were dogs  
(the teacher)

cats snakes and goats. there was even (a/an/the) big walrus with tusks. ....  
(the other students

..... had no trouble guessing what each one was My picture was (a/an/the) only  
and myself)

picture no one could guess. But i knew what it was all the time That is how i learned that  
i am (a/an/the) smartest person around

1. Circle the correct noun signal in each set of brackets.
2. Draw a line through the sentence that does not belong.
3. Fill in each blank with the correct subject pronoun.
4. Add capitals (10), periods (7), and commas (3)
5. The passage should be broken into 3 paragraphs. Draw an arrow where each paragraph starts.
6. Rewrite the corrected passage. Then give it to a friend to see if he or she agrees with the corrections you made. Use another sheet of paper.





# 3/Spiders Are Different

## LEARNING TO CREATE POEMS

### Using similes

Read the following sentence: The rain on the spider’s web sparkled like diamonds.

Rain on a spider’s web and diamonds are two things that seem very different. One way they are alike, however, is that they both sparkle in the light.

Good writers often make a description more colorful by comparing the person or thing they are describing with something else. This adds information to the description as well.

- He was as skinny as a bee’s knee.
- She thundered through the room like a mad elephant.

Look at the underlined words in the sentences above. They are called similes.  
A simile uses the words like or as to compare two things that are alike in some way.  
Underline each example of a simile in the sentences below.

She gave a wide grin as she blindfolded the scorpion.  
Cecil was as silent as a spider in socks.  
He struggled like a fly in a web.  
Marion didn’t like the way the spider stared with all eight eyes.  
The spider struck like lightning.  
He was as wary as a fly in an attic full of cobwebs.

Now, write two sentences containing similes of your own. One of your similes should begin with “like”, the other should begin with “as”. Remember that you are trying to make your description more colorful. If you like, you may use the following ideas to write your sentence: an owl hooting, a fat baby. Use one of your similes in a poem.

.....

.....

.....

.....

.....

.....

# Using personification for character development

Read this paragraph carefully.

Sid the Spider found himself arguing with a very large scorpion. The bully finally insulted Sid. Sid gave the scorpion three minutes to take back the insult. The scorpion snarled and said, “What if I don’t?”  
“Well,” said Sid, “how much time do you need?”

In the above paragraph, the spider and scorpion thought, felt, spoke, and acted like people. The writer has used personification. That is the term we use when a writer gives an animal or thing the ability to think, feel, speak, or act like a person.

Put a check (✓) beside each example of personification below.

Underline the thing that is being personified and the word or words that tell you it is being personified. Notice the verbs in each sentence. They often give you a clue to personification by telling about some human thing that you wouldn’t expect the object to do. The first example of personification is done for you.

..... Winter would soon be knocking on the ant’s door.

..... Spiders are excellent web builders.

..... A scorpion in your sock is a terrible shock.

..... The web smiled down from the corner of the barn.

..... The spider danced gracefully across the trembling web.

..... A hairy, eight-eyed spider ran across my foot.

..... The mountain laughed at the climbers.

Exchange your work with a classmate to see if he or she agrees with your choices.

Write three sentences using personification. If you like, you may use three of the following in your sentences:    ● cat                      ● turtle                      ● car                      ● sun

.....

.....

.....



# Using different points of view

Different people do not always feel the same about something. Each has his or her own *point of view*. For example, a cook might say:  
Flies make nothing but trouble in the kitchen.

But a spider might say:  
Flies make wonderful meals.

A prince and a frog would not feel the same about things because they have different *points of view*. Complete the following sentence by writing *frog* or *prince* in the blank. Use the word that makes the sentence say something that you would expect from the *point of view* of the character you chose. Don't choose the word that makes the sentence say something unusual, odd, or strange.

“Finding a spider on the end of your tongue is wonderful,” said the .....  
Now, complete the following sentences by circling one of the words in the brackets.  
Make the sentence say something that you would expect from that *point of view*. The first one has been done for you.

- 1. The (fly, bear) looked at the spider and thought, “Here comes trouble.”
- 2. The boot looked like a mountain to the (fireman/ant).
- 3. The pile of garbage tasted good to the (fly/chef).
- 4. The (elephant/ant) didn't feel the fly on its back.
- 5. The sight of the ruined web made the (fly, spider) angry.
- 6. To a (fly, spider), a web is like a comfortable bed.

Now, fill in each blank in the following sentences with a word or group of words that you would expect the person or animal to say. You will be writing from that person or animal's point of view.

- 1. “That garbage looks .....  
.....,” said Filbert Fly.
- 2. “Cats,” replied the mouse, “make me want to shout for .....  
.....
- 3. “Swimming,” said the cat, “is something I .....  
.....
- 4. My mother was always .....  
.....when she had to clean cobwebs everyday.

5. The worm saw the hungry robin and began to mutter, “ .....

.....”

6. Wanda Sue screamed, “ .....

.....,” when the hairy spider ran up her arm and bit her on the nose.

7. “Well,” said the exhausted writer, “I could just .....

.....all night.”

Write a paragraph in which you tell about a boy or girl who has decided to start a band. He or she has just learned that all the members of the band will be able to get together at his or her house for their first practice that evening.

.....

.....

.....

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Now, rewrite your paragraph. This time write it from the point of view of one of the boy’s or girl’s parents when they learn that the band will be practicing at their house that night.

.....

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# Using adjectives

Read the sentences below carefully. Underline each word that names a person or thing.

- Most people are afraid of the huge tarantula, but the big furry spider is a gentle creature.
- The tiny black spider scuttled into a dark corner.

The words that you underlined are nouns.

What is a noun? Put a check (✓) beside the correct answer.

- A noun is: ..... a word that describes an action.  
..... a word that names a person or thing.

Read the sentences again. What words tell you more about the nouns? Write them on the line below.

.....

The words you wrote on the line are adjectives. What is an adjective?

Put a check (✓) beside the correct answer.

- An adjective is: ..... a word that describes a noun or tells you that a noun is present.  
..... a word that describes a verb.

Here is another paragraph. Read it carefully and underline the nouns. Then rewrite it and add adjectives from the list below to describe, or tell about, the nouns. Draw an arrow from the adjectives to the nouns they describe. An example has been done for you. Use another sheet of paper.

complete   high   harmful   hidden   lengthy   beautiful   hungry   sturdy

Imagine what it would be like to be a small spider for a day. I'm sure you would enjoy making webs or hanging from the ceiling by the thread you make. You may even enjoy crawling into places. But you must also watch for creatures, like frogs and snakes.

Remember: using good descriptive words makes all of your written work clearer and more interesting.



LEARNING TO PUNCTUATE

Using commas to separate adjectives in a series

In each of the following sentences, one or more adjectives are used to describe the noun “spider.” Underline the adjectives.

- The frog watched the fat spider.
- The frog watched the fat, black spider.
- The frog watched the fat, black, juicy spider.

What punctuation mark was used to separate the adjectives in the sentences above?

Circle the best of the answers in brackets to complete the following rule.  
Commas are used to separate (one/two/three) or more adjectives before a noun.

Now, read the following paragraph softly to yourself. Underline the adjectives. Then add commas where they are needed to separate the adjectives. Listen to the pauses in your voice as you read, to find out where the commas should go.

Spiders are skillful experienced hunters. They help us by eating harmful deadly insects that spoil growing crops. These amazing helpful little creatures hunt insects in different ways. Some trap their prey in strong sticky webs. Others rush out from hiding places and grasp their victims with useful powerful fangs.

Read the following paragraph softly to yourself. Where does your voice tell you the commas should go? Add the missing commas.

A swift silent shape ran across the damp floor. It scurried over and around bottles wood and junk like a grey shadow. The scorpion wanted this dark dusty cellar as its new home. It liked the inky cellar better than the bright hot outdoor world. There was also more to hunt in the cellar. The crickets centipedes and sowbugs were everywhere. The powerful scorpion would soon have its next meal.

Write the simile that was used in the paragraph. ....

Now, write three sentences of your own using a row or list of adjectives or nouns.  
Read your sentences softly to yourself. Where will you put the commas?  
Exchange your work with a classmate to see if he or she agrees with what you have done.

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LEARNING TO BUILD SENTENCES

Using different kinds of sentences

There are four kinds of sentences: statements, commands, questions, and exclamations.

What kind of sentence is each of the following? Answer by writing S (for statement), C (for command), Q (for question), or E (for exclamation).

- ..... 1. Black widows are dangerous to people.
- ..... 2. Have you seen the baby spiders?
- ..... 3. Do not disturb the spider’s web.
- ..... 4. Where is that beautiful web?
- ..... 5. Look out! There’s a spider in your soup!
- ..... 6. Once, I caught a trapdoor spider.
- ..... 7. What a big collection of spiders you have!
- ..... 8. Did you see that spider on the wall?

Look back at the sentences. What do you notice about their end punctuation?  
Complete the following rules by putting the correct punctuation mark in the brackets at the end of the sentence.

A statement ends with a ( ).

A question ends with a ( ).

A command ends with a ( ).

An exclamation ends with a ( ).

Now, read this paragraph. Add commas and the correct end punctuation marks.

Have you ever explored an old empty house I did yesterday I didn’t mind the dust The dark spooky rooms didn’t bother me either But I kept walking into cobwebs They got all over my face What a mess I even walked into one with my mouth open Yuck What a taste But I suppose it could have been worse I could have swallowed the spider, too.

Remember: different kinds of sentences in all your written work help to focus your readers’ attention.

# Using QUOTATION MARKS AND COMMAS WITH TAG WORDS

When you write conversations, the speaker's words are always found between the quotation marks (" "). The words that tell who is speaking are called the tag words. The speaker's words and the tag words are separated by commas. Remember, the tag words can come at the beginning, middle, or end of the sentence.

Read the following sentences.

- The ant said, "Yes, but I don't dance with spiders."
- "Yes, but I don't dance with spiders," said the ant.

Now, read the following sentences carefully. Put quotation marks around the speaker's words. Finally, add the missing commas.

1. Yes I can juggle tarantulas answered Cecil.
2. Valerie asked What has a red nose, eight legs, and pulls a sleigh?
3. Rudolph the Red-nosed Spider Kerry Anne answered.
4. Gregg said I need a spider like a fish needs a bicycle.
5. I would rather sit on a scorpion than be late for lunch replied Brenda.

Now, rewrite the sentences, putting the tag words in a different place. Don't forget to put in commas in any new places where they are needed. Use another sheet of paper.



LEARNING TO BUILD PARAGRAPHS

Using topic sentences

The topic sentence of a paragraph tells what the paragraph is about and tells about all the other sentences.

Here are the topic sentences from three different paragraphs.

- 1. Hornets and wasps are flying insects that sting.
- 2. Most spiders are not dangerous to people.
- 3. Spiders eat flies, grasshoppers, and aphids.

Choose the best topic sentence for the following paragraph. Then write it in the space provided. (Don't forget to indent.)

..... Except for two kinds, all spiders are poisonous. They use their poison to kill food or to defend themselves if there is no other way. But this doesn't mean that spiders are dangerous to people. Many spiders would not bite even if you held them. In fact, there are hardly any dangerous spiders in North America and you are not likely to come across even those.

Below are some suggested paragraph topics. Write a topic sentence that you might use to begin a paragraph about each topic.

- pets
- friends
- Saturdays
- a good book

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Remember: a good topic sentence in all your written work helps you and your readers.



# Using topic sentences

The topic sentence of a paragraph tells about all the other sentences in the paragraph and tells what the paragraph is about. The paragraph title is usually not a complete sentence. Instead, it states the paragraph’s main idea in a few words.

A good topic sentence can often be shortened to make a good paragraph title. Read the examples below. Then write titles to go with the rest of the topic sentences.

<u>Topic Sentence</u>	<u>Paragraph Title</u>
1. A spider makes an odd pet.	An Odd Pet .....
2. I first got interested in ants when my parents bought me an ant farm.	My Ant Farm .....
3. Crickets are my favorite insect.	.....
4. Many common types of insects can be found in the garden.	.....
5. There are some insects which are helpful to the farmer.	.....

On the other hand, a good paragraph title can usually be made into a good topic sentence. Read the examples below. Then write topic sentences to go with the rest of the paragraph titles.

<u>Paragraph Title</u>	<u>Topic Sentence</u>
1. Spiders’ Webs	Spiders’ webs are strong and beautiful fly traps. ....
2. Deadly Spiders	There are several kinds of deadly spiders. ....
3. Spiders in the Home	.....
4. Collecting Insects	.....
5. Raising Scorpions	.....
6. Desert Spiders	.....



# Using details to support topic sentences

Here is the topic sentence of a paragraph. Like all topic sentences, it states the main idea of the paragraph.

- The zoo is one of the best places to study spiders.

Put a check mark beside the sentences below that would belong in the same paragraph. The sentences you choose should support or explain the topic sentence above.

- .....One of the spiders was even able to build trap doors in the sand.
- .....There are webs between my pet duck’s toes.
- .....After a brief look at the other animals, I went straight to the spider exhibit.
- .....With that in mind, I visited the zoo.
- .....That was the first time I had even been to the museum.
- .....Some of the spiders were able to make webs, but others could not.
- .....The bus stopped in front of the museum.
- .....Sand got in my eyes.
- .....This exhibit contained many different kinds of spiders.
- .....When Butch gets angry, he throws a tarantula.

Write the topic sentence on the lines below. Next, write in order the sentences that support the topic sentence. Write a title above your paragraph.

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Remember: in all your written work, make sure your paragraph details support your topic sentence.

Selecting topics for reports by asking questions

Here are two spider topics.

Spider Homes

- 1. ....
- 2. ....
- 3. ....
- 4. ....

Spider Habits

- 1. ....
- 2. ....
- 3. ....
- 4. ....

Each of the following questions belongs under one of the above topics. Write each question under the topic it belongs in. When you are done, you will have two charts that you could work from. If necessary, use another sheet of paper.

- Why do some spiders use poison?

How do spiders raise their young?

What do spiders use to build their homes?

When are spiders active during the day?
- What kind of spider lives in a burrow?

What do spiders eat?

What kind of spider builds a web?

Where might a spider build a home?

Now, choose the question that you would like to write about. Write a paragraph that answers the question you chose. Make up topic sentences first. Be sure all the other sentences support the topic sentence.

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Follow these directions, step by step.

Step 1: Write three questions that could be asked about grasshoppers.

- 1. ....
- 2. ....
- 3. ....

Circle the number of the question you can answer best. Write the answer here.

.....

The answer you wrote is your new topic.

Step 2: Write two questions that could be asked about your new topic.

- 1. ....
- 2. ....

Circle the number of the question you can answer best. Write the answer here.

.....

That answer is your new topic.

Step 3: Write one question that could be asked about your new topic.

- 1. ....

Answer your question here.

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The answer you just wrote is your final topic. Use it as your topic sentence for a paragraph. Write it on the lines below. Beneath the topic sentence write the details that support your topic sentence.

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# Learning to...



Look at the cartoon. What is happening in it? What are the feelings of the spider? Anger? Fear? Anxiety? Confidence?

Write a story from the spider's point of view. You will be using personification as you tell about the spider's feelings. Try to use at least one simile in your story, and make your language as descriptive as you can. Use expressive verbs, nouns, adjectives, and adverbs. Also include a conversation between the spider and the housecleaner or between the spider and one of its friends.

Will your spider outwit the housecleaner in your story? Think of the special skills a spider has. Can you think of a way the spider could use them against the housecleaner?

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# 4/Just for Starters

## LEARNING TO BUILD SENTENCES

### Using verbs to tell about what is happening now

Read the following sentence.

- The chicken plays a tiny red piano.

Check the better answer. Does the underlined word:

.....name a person or thing?                      .....tell about something happening?

A word that tells about something happening is a .....

Often, a small word works with the verb. The small word helps you know when the action is taking place. Look at the following sentence. The birds are flying through the trees. Circle the verbs in the following sentences. If a small word works with the verb, include it in the circle. The first one has been done for you.

1. The chickenis playinga tiny red piano.
2. The cat climbs the tree quickly.
3. I am thinking about my pet badger.
4. Some of the armadillos are tickling the aardvarks.
5. I write in my diary before I go to bed.
6. We always put our books away.
7. Arnold Mossback is quacking at the tangerine.
8. The kitten is eating my plants.
9. Lucy Taproot and Agnes Seatbelt are dancing in the Blender Festival.

What kind of information do the circled words give? In one word, when is the action taking place in the sentences above? .....

Write two sentences for each of the following words: jump, shout.  
Your sentences should tell about something that is happening now. Write one of your sentences using the small word that works with the verb and one using the verb form without the helper word.

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Exchange your work with a classmate to see if he or she agrees with what you have done.

# Writing story beginnings

A story's opening sentence should catch the readers' or listeners' interest. It should also do *one* of the following things:

- a) Tell you mainly about a character or characters in the story (who?)
- b) Give you the setting in which the story takes place (where? when?)
- c) Tell you a problem or situation which will have to be worked out or solved (what?)

Here are some sentences that could be used to begin a story. Write *who?* beside any opening sentence that tells you mainly about a character or characters. Write *Where?/When?* after any sentence that gives you the setting. Write *What?* beside any sentence that tells you about a problem or situation that will have to be worked out.

..... Each evening the four members of the Famous Deadbeat Desert Band relax by the water in a shady oasis. ....

..... Dirk the frog is listening to his favorite song on the radio, and dancing on his hands. ....

..... In all the hot and barren desert, there is only one waterhole with a radio. How ever would they get the weather forecast when they came to the other waterholes?.....

..... Sherman, Annie, Dirk, and Bingo are four very happy animals. ....

A good opening sentence for a story should catch the readers' or listeners' interest. Put a check mark beside the opening sentence that best catches your interest, and write it on the lines. Then write a story.

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LEARNING TO CREATE STORIES

Writing story endings

In a story description a story is told very briefly. Read the following story description. You will notice that it does not have an ending.

Bert the frog is very proud of his long, fast tongue. He catches flies and eats them before they can buzz a complaint. This earns Bert a nickname. The other pond creatures call him “Lightning.” One day, a group of tadpoles are admiring Bert just as a tricky fly is passing by. Quick as a wink, Bert flicks out his famous tongue.

The story needs an ending. In a good story ending, *at least one* of the following things happen. But as many as five of the following may happen in some endings.

- a) The problem of the story is solved.
- b) The villain is punished (or the hero is rewarded).
- c) The reader or listener is left with a happy (or unhappy) feeling.
- d) The story ends the way the reader (or listener) hopes or expects it will.
- e) The reader or listener is surprised by the ending.
- f) The reader or listener is left with more questions to answer.

Write an ending for Bert’s story.

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How many of the things above happen in your story ending? Now compare your ending with one that another classmate wrote. How are the two endings the same? What happens that is different?

Here's another story description. It is also missing an ending.

Betty finds herself lost on a lonely country road. A violent storm is brewing. Luckily, she finds an abandoned farmhouse just as the storm begins. She takes shelter inside, but strange noises outside the house start to worry her. She is very frightened, but she decides to investigate. As Betty creeps towards the door, it flies open with a bang.

Now, follow these directions carefully, step by step. If necessary, use another sheet of paper.

- 1. Write an ending for the story description that turns out the way the reader hopes it will.
- 2. Write an ending for the story description that leaves the reader with an unhappy feeling.
- 3. Write an ending for the story description that surprises the reader.

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LEARNING TO CREATE STORIES

Writing story beginnings and endings

Here are four story topics.

- Landing on Venus
- A Dog that Learned to Speak
- A Strange Pet
- The Cat That Wouldn't Stop Growing

Carefully follow these step-by-step directions.

1. Choose the topic you like best and write it down.

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2. Write three different opening sentences for your topic. One should be a *who?* sentence. That is, it should introduce the *character* your story will be about. One should be a *what?* sentence. That is, it should introduce the *problem* that will be solved in the story. One will be a *when/where?* sentence. It will introduce the story *setting*.

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3. Choose the opening sentence you like best and use it to write a story, but STOP before you write an ending.

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Write three endings for your story. Make the three endings as different from one another as you possibly can. Look back to page 37 if you can't remember the ways to end a story.

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Read your story with each ending. Choose the one that sounds best and use it to finish writing your story.



# Learning to...

A writer’s journal is like a gold mine. In it, you should be able to find all kinds of ideas for story and poem starters. As you add material to your journal, you might include cartoons, pictures, interesting words, experiences, people you meet, or news articles such as the following.

Birdbrain?

When Alan Jackson missed his cat yesterday, he thought she had wandered away from home.

As he was leaving his house, later that day, he glanced up at the roof and saw a pair of cat ears poking up above the roof’s edge. Fetching a ladder, he climbed up and found the cat curled up in an abandoned bird’s nest.

“I guess she got up on the roof, then couldn’t get down, so she found herself a comfortable place to sleep until she was rescued,” said Jackson.

When last seen, the cat was sleeping off the effects of her adventure in her own wicker basket.

What story or poem might this article suggest to you? You could tell a story from the point of view of the cat. She was a cat who wanted to seek adventure and fortune but found she preferred a cozy bed just after she left home. You could write a free-verse poem telling about the cat’s feelings as she leapt to the roof, her feelings when she couldn’t get down, and her contentment as she curled up in the nest.

Write a story or a poem, using the above article as a starter. Use your imagination and add details and events to make your story or poem interesting and colorful. Remember, the news article is only a starter.

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Be on the look-out for interesting and unusual pictures, words, jokes, or ideas to keep in your writer’s journal.

# 5/How Do You Know Your Soup Is Hot?

## LEARNING TO CREATE POETRY

### Writing cinquains

Read the following cinquains.

..... Syrup	..... Sun
..... Sweet, sticky	..... Gold, gleaming
..... Seeps into waffles	..... Brightens our days
..... Delicious in the morning	..... Makes us feel happy
..... Tempting	..... Beaming

Write the number of words in each line on the leader beside the line. What pattern do you notice? Put an *F* beside the line that tells about *feelings*. Put a *T* beside the line that gives the cinquain's *title*. Put an *A* beside the line that tells about an *action*. Put another *T* beside the line that gives another word for the *title*. Put a *D* beside the line that *describes* the title. What pattern do you notice?

Finish the two cinquains below by writing the missing lines.

Cat	Grapes
Soft, silent	.....
Purrs for you	.....
.....	Burst with fresh flavor
.....	.....

Now, write two cinquains of your own. Write about a sport, a wild animal, an insect, a vehicle, or a famous character. When you are finished, choose the best one. Write it again on another piece of paper, but leave out the first line. Then show your poem to a classmate. Your classmate should be able to guess the first line.

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# Writing sideliners

Read the following sideliner poems.

Placed on the table more  
Often than not,  
This root  
Always  
Tastes fine, mashed, boiled  
Or fried. It even has  
Eyes and an edible  
Skin.

Red in color  
And  
Delicious  
In salads; and  
Some people say it's  
Hot  
Enough to  
Spice up your lunch.

Sideliner poems are like riddles. The words that go *across* describe the title of the poem. The word that is formed by putting together the first letters in each line, tells you what the title is.

Now, write two sideliner poems of your own. Write about an odd animal to use for food, a vegetable, a fruit, or someone who works with food (a farmer, a baker, etc.) Write your title *down* the side of the page. Then write words that go *across* to describe your title. Remember, each letter in your title starts a new line.

When you are finished, choose the better one. Read it (but don't show it) to a classmate. Can your classmate guess what your poem is about?

LEARNING TO PUNCTUATE

# Using commas in writing about dates and locations

Read the following sentences carefully. Notice where each comma is placed.

- We formed our company on November 2, 1979.
- The Food Festival will be held in Moose Jaw, Saskatchewan.

When you name a date, use commas to separate the number that stands for the day and the number that stands for the year.

When you name a city and a province or country, use commas to separate the city from the next word.

Read the following paragraph carefully. Then add commas where they are needed.

Percy and I are leaving for Kamloops British Columbia on August 15 1985. We plan to stop in Winnipeg Manitoba on the way there. Percy wants to stay in Kamloops before moving on to Chilliwack British Columbia on August 21 1985. I am planning to be in Penticton British Columbia on August 20 1985. I want to see the cantaloupe and apricot farms in the Okanagan Valley. After that, I am meeting Percy in Kelowna British Columbia on August 22 1985. Finally, we are coming home on August 24 1985.

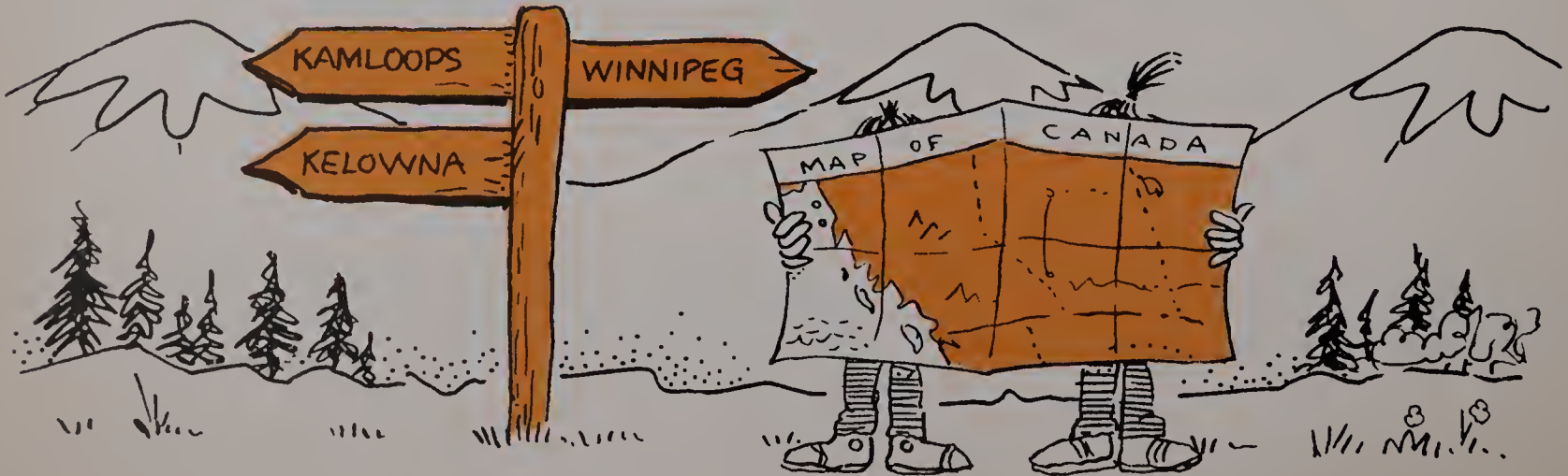
Did you add all 10 commas?

Write three sentences of your own using a city, a province, and a date in each.

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# Using commas to set off nouns of address

Read the following sentences softly to yourself.

- 1. “Judy Jackson is eating all the chocolate covered ants!” exclaimed Prin.
- 2. “Judy, Jackson is eating all the chocolate covered ants!” exclaimed Prin.

Was there a difference in the way you read the two sentences?  
Notice how one little comma can change the meaning of an entire sentence.

Who is eating the chocolate covered ants in the first sentence? .....  
Who is eating the sweetened insects in the second sentence? .....

The first sentence doesn’t tell us whom Prin is speaking to. The second sentence does. In the second sentence, Prin is addressing (or speaking to) Judy. We know this because the noun “Judy” is set off from the rest of the sentence by a comma. In the second sentence, the noun *Judy* is called the *noun of address*.

A comma is used to set off the noun of address from the rest of the sentence.

*Underline the noun of address* in each of the following sentences, and add a comma where needed.

- 1. “Linda take down that tasteless painting,” demanded Doug.
- 2. “Look at this beautiful rose Rose,” Rose’s aunt said.
- 3. “Arnold please pass the celery,” said the gorilla.
- 4. “Stop eating those bananas children,” said Ross.
- 5. Joey asked, “Would you like to give the dog a pat Pat?”
- 6. “Phil fill the gasoline tank before you bring the car back,” said his father.

Now, write four sentences of your own containing nouns of address. What punctuation will you include?

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Read your sentences softly to yourself. Does your punctuation help you to read your sentences correctly?

Remember: use commas correctly in all your written work.  
Your writing will be easier for your reader to understand.



LEARNING TO BUILD SENTENCES

Using adjectives for comparison

When you want to *compare* two nouns, you use a special form of the adjective.

Read the following sentences.

- An umbrella keeps me drier than a paper bag does.
- A cheetah is faster than a zebra.
- An elephant is bigger than a toad.
- A rose is lovelier than a wart hog.

Underline the adjectives. What do you notice about the ending of the adjectives?

Read the following sentences and write the correct form of the adjective after each one.

1. A turtle is [slow] than a horse. ....
2. My socks are [old] than yours. ....
3. This is the [heavy] watermelon of the two. ....
4. His wart hog is [ugly] than most. ....
5. Her voice is [loud] than the radio. ....
6. Lake Ontario is [deep] than my bathtub. ....

Look at the following chart.

<u>Describing one thing or person</u>	<u>Comparing two things or people</u>	<u>Comparing more than two things or people</u>
warm	warmer	warmest
late	later	latest
bright	brighter	brightest

What ending does the adjective take when you are comparing two things or people?

.....

What ending does the adjective take when you are comparing more than two things or

people? .....

Remember: use the correct form of the adjective in all of  
your written work when you are comparing things or people.

# Using metaphors

Sometimes you can tell more about something in an interesting way by comparing it to something else. A *simile* is one kind of comparison good writers use. A simile uses the words ‘like’ or ‘as’ to compare two things that seem very different, but are alike in some way. For example:

That dog acts like a chicken, or, that dog is as scared as a chicken.

There is another kind of comparison that good writers like to use. It is called a metaphor.

A metaphor compares two things by saying that they *are* the same, not just alike in some way. Unlike similes, metaphors do *not* use the words like or as. For example:

That dog is a chicken.

Read the following paragraph. Underline the similes and circle the metaphors.

We had been looking forward to the picnic but the whole day was like a nightmare. First of all, the sun was like a shy child peeping out once in a while from behind the clouds. The barbecue was a damp firecracker that refused to light. Then the hamburgers tasted like soggy cardboard, and the hot chocolate was as thick as mud and no more tasty. Our dessert ice cream was a lazy river oozing across the bottom of our picnic cooler. All in all, it was a day I’d like to forget.

You should have found **4** similes and **2** metaphors.

Complete the following chart by writing *metaphors* and *similes*. The first one has been done for you.

<u>What is being described?</u>	<u>A Dull Description</u>	<u>A Simile</u>	<u>A Metaphor</u>
Julie...	is nice	is like a perfect rose	is a perfect rose
The hockey player...	was strong and	was like a lion	
Kurt’s eyes...	were bright		were brilliant jewels
The cat’s tongue...	is rough		is sandpaper
The surface of the lake...	was smooth	was as smooth as glass	

Read the following paragraph.

No one was surprised when Eleanor’s cat won first prize. It had shiny fur. Its eyes sparkled. When it sat and gazed around at the other animals, it looked very proud. It really deserved the blue ribbon.

Rewrite the paragraph, replacing the sentences that you think are dull with sentences containing metaphors or similes.

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LEARNING TO CREATE POEMS

Using words that sound like sounds

Words that sound like sounds can make your writing more colorful and informative. Read the following list and check (✓) the words that sound like sounds.

- |              |             |                 |              |
|--------------|-------------|-----------------|--------------|
| .....roared  | .....look   | .....become     | .....banged  |
| .....knotted | .....hummed | .....splattered | .....flutter |
| .....clatter | .....noise  | .....trickled   | .....skated  |

Now, use the words from the list that sound like sounds to complete the following sentences.

- 1. Water from the tiny stream slowly ..... into the pond.
- 2. The wheels of the car ..... along the pavement.
- 3. We could hear the ..... of dishes coming from the kitchen.
- 4. The door ..... shut.
- 5. The angry lion ..... its feelings to the world.
- 6. The watermelon fell off the balcony and ..... on the sidewalk below.
- 7. The campers could hear the ..... of the huge eagle’s wings.

Read the words in the following list.

sizzled      creaked      scratched      pounded

Make up sentences of your own using words from the list that imitate the sounds made by: bacon, a mouse, an old door, the ocean. If necessary, use another sheet of paper.

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Using verbs to tell what happens at certain times

Write a sentence to answer each of the following questions. Use the underlined words from the question in your answer. The first one has been done for you.

- 1. What does a baby usually do when it's hungry? A baby usually cries when it's hungry.
- 2. What does ice always do when it's heated? .....
- 3. What does a wise person usually do when it's cold? .....
- 4. What do people sometimes do while they sleep? .....
- 5. What do batters often do in a baseball game? .....
- 6. What does a rock never do when it's dropped in a lake? .....



# Using descriptive details

Read the following sentences. What information do the underlined words give you?

- 1. The orangutan’s vest was a bright red.
- 2. The principal told the team a funny joke.
- 3. Next year’s new cars will be particularly pretty.
- 4. A cool summer breeze is always nice.
- 5. Bart can get three house plants for a kilogram of his chocolate chip cookies.
- 6. “I never fail to do an especially fine job,” said the carpenter.

The underlined words give information, but they could be replaced by more colorful words that would make the sentences more interesting. Rewrite the sentences to make them more interesting. Rewrite the sentences using a word from the list to replace the underlined words. These words are more colorful.

- refreshing      brilliant      hilarious
- attractive      excellent      exchange

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# Using descriptive details

• “You’re wrong,” Cindy snapped.  
Circle the things that the word *snapped* tells you that Cindy did.

- talked
- felt angry
- answered
- spoke quickly

• “You’re wrong,” Cindy said.  
Circle the things that the word *said* tells you that Cindy did.

- talked
- felt angry
- answered
- spoke quickly

Which word tells more about what Cindy did?       . . . . . snapped       . . . . . said

What can a specific word do that a general word can’t do? (Check the correct answer.)

- . . . . .Give clear, useful information
- . . . . .Give a boring, general description

Look at the picture.

Write a short paragraph describing the picture. Each time you want to use an adjective or verb, list as many synonyms as you can think of for each one in the margins on this page. Then choose the clearest, most descriptive one for your paragraph. When you have written your paragraph, exchange your work with a classmate to see if you can improve each other’s work.

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LEARNING TO USE WORDS

Understanding words with more than one meaning

“How do you feel?” asked the doctor?  
“With my hands,” replied the patient.

Some words, like *feel*, have more than one meaning. You have to listen to the sentence in which such words are used in order to understand their meaning.

Read the sentences and definitions below. Write the letter of the definition beside the sentence that the definition fits.

- She will feel your forehead to see if it is hot. ....
- I feel sure that we can get there on time. ....
- That movie made me feel so sad. ....
- An ice cube down your neck feels cold. ....

- a) to believe or think
- b) to produce a physical sensation
- c) to have an emotion
- d) to examine or learn through the sense of touch

Now do the same with the following sentences and definitions.

- Can you see that house with the red door? ....
- Now I see what you mean. ....
- I’m going to see my cousin next week. ....
- See that the lights are turned out before you leave. ....

- a) to take care or make sure
- b) to sense by using the eyes
- c) to understand
- d) to spend time with, visit

Now do the same with the following sentences and definitions.

- That kind of movie touches me. ....
- When I touch your face, it feels hot. ....

I never touch junk food. ....

I wouldn't touch that babysitting job for anything. ....

- a) to have to do with, be involved with
- b) to take into the mouth or hands
- c) to place a finger, hand, or some other part of the body in contact with
- d) to arouse sympathy or other feeling in

Look in your dictionary to see what other meanings these words have. Now, on the lines below write three sentences of your own using three meanings of each word.

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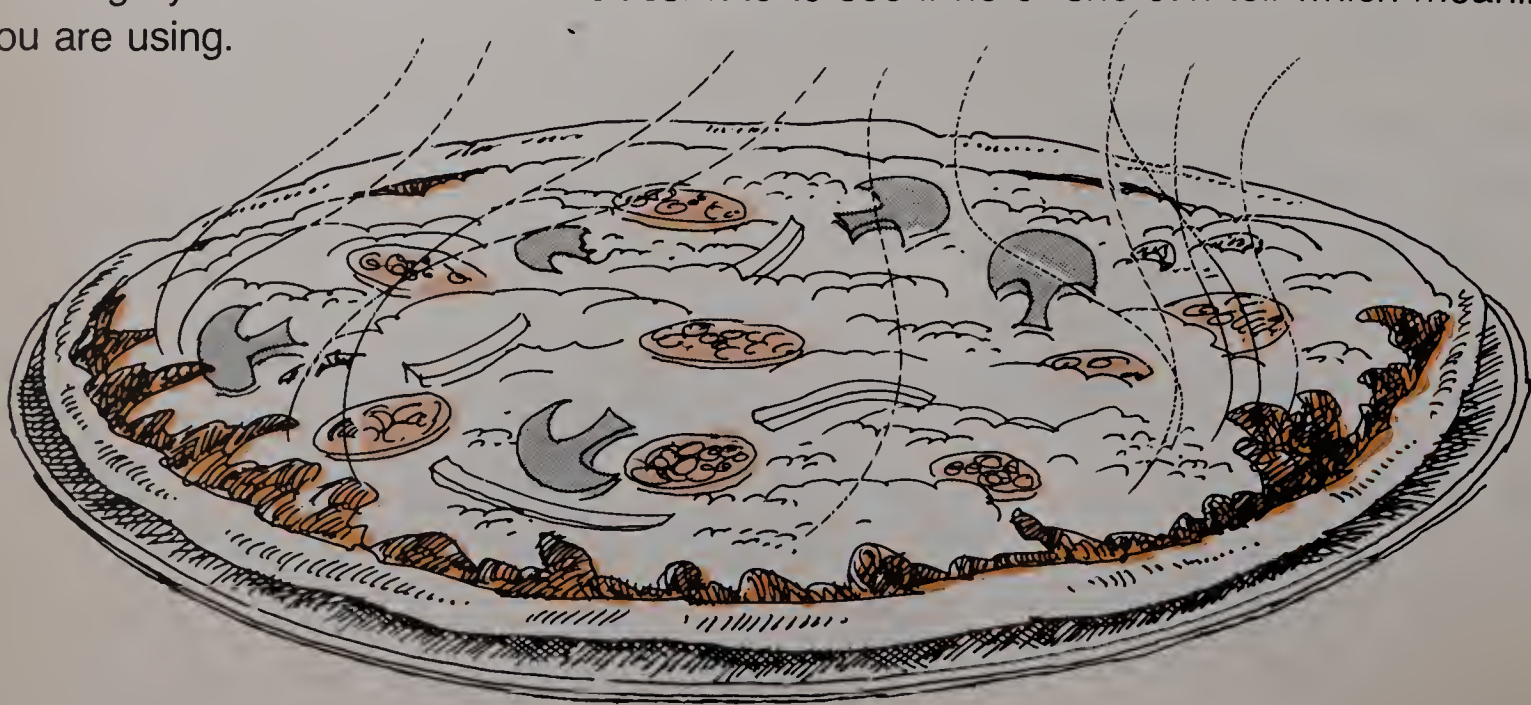
.....

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Exchange your sentences with a classmate to see if he or she can tell which meaning you are using.





---

# Learning to...

What kinds of things appeal to your senses? Do you appreciate the smell of a rose or the smell of hot pizza? Do you like the sight of beautiful scenery or the sight of a fast baseball game? Think about your other senses. What do you like to hear, feel, taste? On the lines below, write as many ideas as you can for all the senses.

.....

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Use one of your ideas as the basis for a free-verse poem, a poem with no rhyme or rhythm. Make the descriptive details in your poem as effective as you can. Use onomatopoeia if it will fit, and include at least one metaphor.

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# 6/Shaping Your World

## LEARNING TO BUILD PARAGRAPHS

### Using outlines

Before you write a paragraph, you should plan your ideas in a paragraph outline. Here is how to organize your outline.

Topic Sentence: Write your paragraph’s topic sentence here. The topic sentence should tell what the paragraph is mostly about. It gives the paragraph’s main idea.

Supporting Details:

1. List the information you are going to put in the rest of the paragraph here.
2. This information should tell about (explain), and back up (support) the topic sentence.
3. Put the information in the order that you will write it.

Here is a paragraph outline, but there are two things wrong with it. Read the outline closely. Put x beside each incorrect part.

Topic Sentence: Writing a cinquain is easy when you know how.

Supporting Details:

1. Write one word giving the title.
2. On the next line, describe an action in three words.
3. Write two words that describe the title on the next line.
4. Describe a feeling in four words for the fourth line.

Did you notice two things wrong with the outline? First, the supporting details are not in the correct order. Second, an important step is missing.

Rewrite the paragraph outline. Add the missing step. Put the supporting details in the order that they should be written.

.....

.....

.....

.....

.....

Here are two topic sentences for two different paragraphs.

- A pirate ship can be easily made with a used milk carton.
- A walkie-talkie can be made with things found in the home.

Here are the supporting details for the two topic sentences, but they are all mixed together. Choose one of the topic sentences for a paragraph outline. Write it on the lines below under the heading. Put a check mark beside the details that explain and support or develop the topic sentence you have chosen.

- .....Then, make a sail from a piece of paper and color it with crayons.
- .....Second, punch a hole in the bottom of each with an ice pick.
- .....Finally, two people can speak into the cans when the string is stretched.
- .....First, cut a used milk carton lengthways to look like a ship.
- .....Next, choose a stick for a mast and attach a sail.
- .....Pass the string through the bottoms of the cans so that you can tie a knot at each end. The cans are now joined.
- .....Finally, place a lump of Plasticine in the carton’s center to hold the mast.
- .....The first things you need are two large tin cans and five metres of string.

Now organize your topic sentence and its supporting details into a paragraph outline. (If you forget how to make a paragraph outline, look back to page 56.)

Topic Sentence:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Remember: a paragraph outline will help you make all your written work clearer.



LEARNING TO COMBINE SENTENCES

Using the connectives and and but

For example: I like iguanas. I like armadillos.  
I like pythons. I don't like newts.  
I like iguanas, and I like pythons. I like armadillos, but I don't like newts.

The words and and but are called connectives because they are used to join, or connect ideas.

Use each of the sentence pairs below to form one sentence by using the correct connective.

- 1. I can build bookshelves. I can't build a doghouse.  
.....
- 2. He enjoys carving soap. He enjoys washing with soap.  
.....
- 3. Morris can drive a car. He can't drive a truck.  
.....
- 4. We want to write a play. We want to write a song.  
.....
- 5. Sherry wants a cat. She doesn't want a parrot.  
.....

- Complete the following sentences:
- 1. I arrived at the bus terminal on time, but .....
  - 2. Joanne enjoys reading and .....
  - 3. Peter writes poems and .....
  - 4. We wanted to go to the movie but .....
  - 5. He enjoyed his trip but .....
  - 6. Judy and Donald went for a walk and .....

Remember: using the right connective helps your readers to understand your sentences.

LEARNING TO COMBINE SENTENCES

Using the connectives and, but, or

The words *and*, *but*, and *or* can be used to join ideas together in a sentence.

For example:

- |                                      |                     |
|--------------------------------------|---------------------|
| I have a dog.                        | I have a cat.       |
| I have a dog and I have a cat.       |                     |
| I have a dog.                        | I don't have a cat. |
| I have a dog but I don't have a cat. |                     |
| I can buy a dog.                     | I can buy a cat.    |
| I can buy a dog or I can buy a cat.  |                     |

The words *and*, *but*, and *or* are called connectives because they are used to join, or connect ideas in sentences. Choose the best connective.

1. Serge might make a wooden boat. He might make a rag doll. ....
2. Do you like to make puppets? Do you like to make marionettes? .....
3. I make bronze sculptures. I don't make stone sculptures. ....
4. Is that your painting? Does the painting belong to someone else? .....
5. Randi carves gorillas. She paints them all black. ....
6. Are you good at drawing? Are you better at sculpting? .....
7. Stan can make a Plasticine armadillo. He can't make a wooden trout. ....

The word *or* is a connective. Like the connectives *and* and *but*, *or* is also used to join, or connect ideas in sentences.

Compare the following two sentences. They are very similar, but they say different things.

- a) Judd might make belts, and he might make sandals.
- b) Judd might make belts, or he might make sandals.

Which sentence says that Judd might make two things? Write the letter here.

..... Which sentence says Judd will *choose* to make just one of the two things? Write the letter here. ....

Remember: *Or* is used to join two ideas that are choices.

Circle the connective in the brackets that...

- 1. tells you they might build both a teepee and a treehouse.  
They might build a teepee, (and/or/but) they might build a treehouse.
- 2. tells you Trudy will make only one carving.  
Trudy can carve a fish, (and/or/but) she can carve a bear.
- 3. is the only connective that can go in this sentence.  
Paul likes drawing animals, (and/or/but) he doesn't like drawing cars.
- 4. gives the person who will answer the question a choice.  
Is that mask made of papier mâché, (and/or/but) is it made of wood?
- 5. tells you that the persons addressed are now allowed to paint both things.  
You may paint a purple frog, (and/or/but) you may paint a green duck.

Circle the correct connective, and finish the sentence to show...

- 1. that Tracy likes to make buckles, too.  
Tracy likes to make belts, (and/or/but) .....
- 2. that Barry doesn't build castles made of snow.  
Barry builds sand castles, (and/or/but) .....  
.....
- 3. that Brenda may choose to paint with her fingers instead of with brushes.  
Brenda might paint with brushes (and/or/but) .....  
.....
- 4. that they put the rug on the floor when it is finished.  
They made a colorful rug, (and/or/but) .....  
.....
- 5. that the questioner is not sure who ate the gingerbread man.  
Did you eat the gingerbread man, (and/or/but) .....  
.....
- 6. that she didn't write to her friend.  
She wrote to her family, (and/or/but) .....  
.....
- 7. that he will come to see you another time, if not this week.  
He will come to see you this week (and/or/but) .....  
.....

Did you remember to use the correct end punctuation mark in each sentence?



Read the following sentences softly to yourself. Notice where the commas are placed.

- 1. I'll sketch the suit of armour, *and* you sketch the statue.
- 2. They would have built a porch, *but* they ran out of lumber.
- 3. Zeke could ride a bus to the zoo, *or* he could take a taxi.

Now, circle the word in brackets that correctly completes the following rule. When a connective such as *and*, *but*, and *or* joins a sentence, a comma usually comes (before/after) the connective.

Read the following sentences softly to yourself. Add commas where they are needed.

- 1. Some people make model planes but others make model boats.
- 2. Silas wants to build a raft and I want to build a sailboat.
- 3. Most people enjoy dogs as pets but I like aye-eyes.
- 4. You could make papier-mâché pumpkins or you could make them out of concrete.
- 5. We could form a band but I can only play the radio.
- 6. He carved a chicken out of cheese and he ate it at one sitting.
- 7. Hanna could collect stamps or she could join the camera club.
- 8. Hector raised a hippo and he house-trained it.

The connectives *and*, *but*, and *or* could be used to join some of the sentences in the following paragraph. Read the paragraph, and look for sentences that you could combine.

Sand paintings can be made at school. You can make them at home. Get a large piece of construction paper. Draw a design on it with a pencil. Some people draw geometric shapes. Others draw animal shapes. Next, go over your design outline with glue. Don't use too much glue. Sprinkle sand over your design. Turn your paper over to get rid of the loose sand. Finally, you can paint your sand painting. You could leave it plain.

Rewrite the paragraph. Use any or all of the connectives (*and*, *but*, *or*) to join at least four pairs of sentences. Remember to place commas before the connectives. When you finish writing, read your paragraph softly to yourself. Does it still make sense? Why does it sound better? If necessary, use another sheet of paper.

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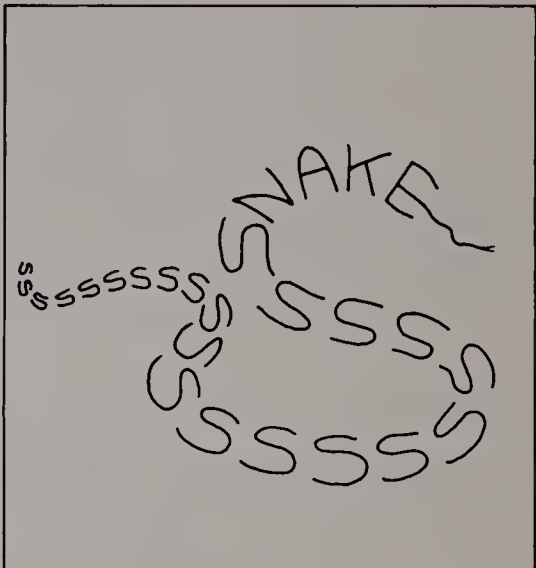
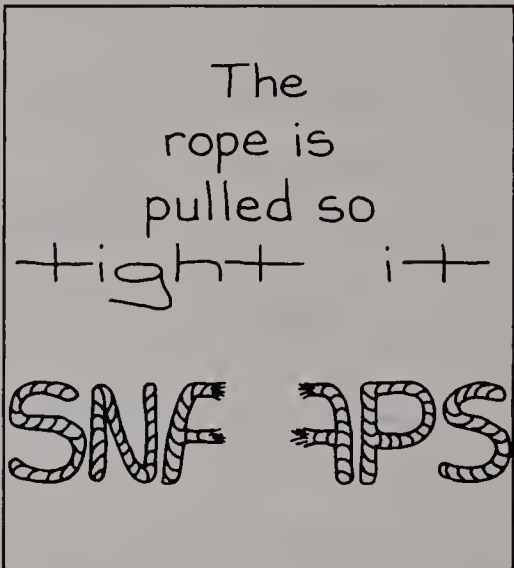
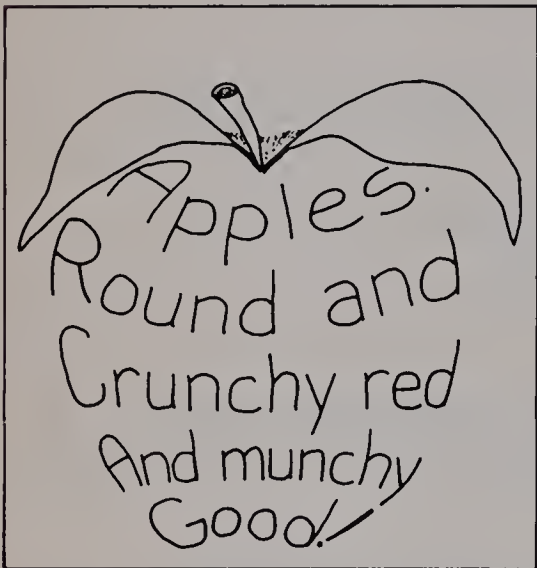
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# Writing shape poems

A poem that takes the shape of its topic in some way is called a shape poem. When you make a shape poem, you can do any or all of the following things.

- Write the whole poem in the shape of your topic.
- Write a few lines in a certain part of the shape.
- Write a word in the shape it represents.



Now, shape a poem of your own. Use one of the following topics:

- |                 |                 |               |            |
|-----------------|-----------------|---------------|------------|
| • a rubber boot | • a pirate ship | • a whale     | • an igloo |
| • an alligator  | • an owl        | • a guitar    | • a banana |
| • a mountain    | • a watch       | • a lightbulb | • a turtle |

LEARNING TO BUILD SENTENCES

Using adverbs

Read the following sentences carefully. Look at the words that are circled.

1. Tammy painted quickly.
2. Jack went there for paint.
3. Tammy and Jack ate hungrily.

What words are circled in each sentence? What words tell more about these words?  
Draw a line under them.

The words you underlined are called adverbs.

An adverb is a word that tells about a verb, and adds to its meaning.

Adverbs often answer the questions *how*, *when*, or *where*. The adverb in the first sentence tells *how* Tammy painted. The *adverb* in the second sentence tells *where* Jack went for paint. The adverb in the third sentence tells *when* Tammy and Jack ate.

Look at the verbs in the following sentences. Underline the adverbs that tell about these verbs. Draw an arrow from the adverb to the verb. Then circle the question that the adverb answers. The first one has been done for you.

1. Nick looked sadly at the melted Plasticine. (how/when/where)
2. Nora and Zeke worked cheerily. (how/when/where)
3. We finished early. (how/when/where)
4. The artist carefully mixed her paints. (how/when/where)
5. We come here for peace, quiet, and free aardvarks. (how/when/where)
6. The children dropped Plasticene frequently. (how/when/where)
7. The students trudged wearily home. (how/when/where)

Read the following sentences:

- The girl cleverly found the answer.
- They wrote to us recently.

Underline the verb in each sentence. What word in the sentence tells more about the verb? Circle it.



An adverb is a word that tells about a verb, and adds to its meaning. Adverbs often answer the questions *how*, *when*, or *where*. Also, many adverbs end in *ly*. Look at the following list.

- there • gloomily • cheerily • brightly • soon • foolishly • here • grumpily

Use an adverb from the list in each of the following sentences to answer the question at the end of the sentence. Draw an arrow from the adverb to the verb it tells about.

1. The sun shone . . . . . through the studio window. (How?)
2. They will arrive . . . . . (when?)
3. Waterproof socks are made . . . . . (where?)
4. Walter grinned . . . . . when he spilled the paint. (how?)
5. “Don’t touch my clay trout,” snapped Juan . . . . . (how?)

Here is a list of adverbs: coldly, angrily, curiously, slowly, merrily, up, out, noisily, immediately. These adverbs can be used to tell about the verbs in the following paragraph. Insert adverbs from the above list to tell about the verbs. The first one has been inserted for you. Use another sheet of paper.

The teacher glared *angrily* at the students as they chattered among themselves. “Class,” she said, “I have a treat for the laziest student in the room. The laziest student stand, and give your name.” All the students except Tasso stood and shouted their names. “Why don’t you stand, as the rest of the students did?” the teacher asked. “Too much trouble,” Tasso answered.



Remember: adverbs can give more information in all your written work.

LEARNING TO BUILD SENTENCES

Using verbs to tell what happened in the past

Circle the verbs in each of the following sentences. Then write *N* beside any sentence that tells about something going on now. Write *P* beside any sentence that tells about something that already happened in the past.

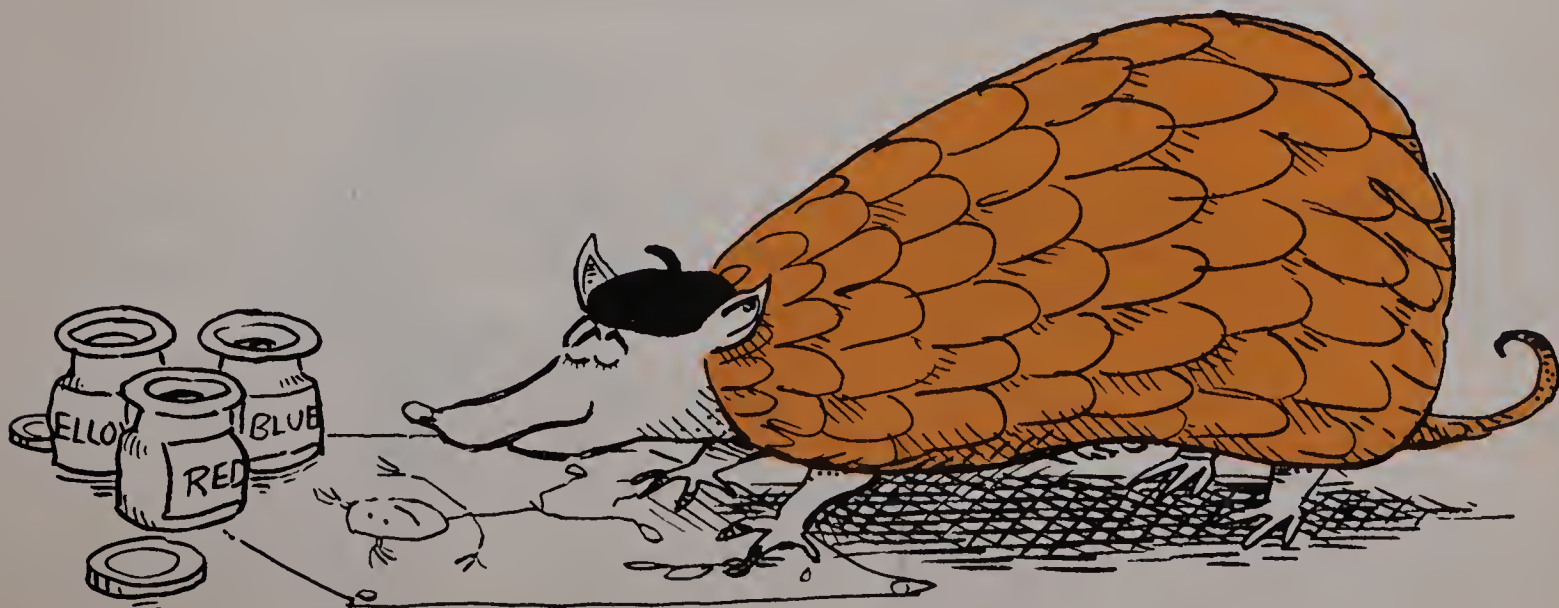
- .....We watched our teacher closely this morning.
- .....We are painting clay armadillos today.
- .....I looked everywhere for my brushes yesterday.

Sometimes sentences contain words that give you time clues. *Last week* and *yesterday* help you know that the action happened in the past. *Today* helps you know that something is going on now.

Verbs can also give you time clues.  
Almost all verbs that end with -ed tell about something that has already happened.  
When you see a verb that ends with -ed, it is probably telling about the past.

Circle the verbs in each of the following sentences. Write *P* beside the sentences that tell about the past and *N* beside the sentences that tell about something going on now.

- .....Yesterday, we decided to build a concrete canoe.
- .....The Kimball brothers hiked to the top of Mount Vowel last month.
- .....Wilma is finishing her speech on the Aztecs.
- .....The Vikings carved these ivory spoons hundreds of years ago.
- .....Our armadillo is finger painting in the hall now.
- .....Mike and April French are making a totem pole this summer.





LEARNING TO BUILD SENTENCES

Using verbs

Many verbs that tell about something that has already happened, end with *-ed*. Complete the following chart. The first two examples illustrate the rule. Look at them closely.

	Past		Past
work	→ worked	decorate	→ decorated
play	→ played	practice	→ practiced
touch	→ .....	shape	→ .....
walk	→ .....	care	→ .....

Now, complete the following sentences. Use the correct form of the verb in brackets to write in each blank. Remember, words like *today* and *yesterday* can help you decide whether to use a verb that tells about the past, or one that tells about something going on now. Write *now* or *past* after each sentence.

1. Tim ..... his home made boat for the first time last week. (sail)
2. Alfred ..... his clay figure all last night. (cook)
3. Ten minutes ago, Pedro ..... his shirt to the floor by mistake. (staple)
4. Arnie's dog ..... Arnie's sugar cube igloo right now. (lick)
5. Yesterday morning, Judy ..... her unfinished sculpture by mistake. (smash)
6. Muriel ..... the Plasticene from the mold now. (remove)
7. Lucy ..... the dentist's drapes on her last visit. (measure)
8. At this minute, Rosie and Rob ..... their copper rings. (polish)

Write sentences of your own using the following verbs. At the end of each sentence, write *now* or *past* to indicate the time of the action. Use time words in your sentences. Use another sheet of paper to write this activity.

gallop	carry
take	expect



Complete the following sentences. Use the correct form of the verb in brackets to fill in the blanks. Then, use one of these adverbs to tell about one verb in each sentence: *expertly, noisily, sadly, on, carefully, angrily*. Use a connective to combine the two sentences. The first one has been done for you.

1. "We are eating right now," Biff snapped angrily. (eat) He picked up his knife and fork.  
"We are eating right now", Biff snapped angrily, and picked up his knife and fork.
2. Sybil ..... two tonnes of clay into tiny balls last week. (roll) It was a waste of time. ....
3. Kam ..... out of bed yesterday morning. (tumble) She ran out of the house. ....
4. Last month, the girls ..... their statue of a moose. (finish) They sent it to Moosonee for the contest. ....
5. Waldo and Eric ..... in the basement now. (work) They may be in the garage. ....
6. I ..... at school last Tuesday. (stay) Was it last Wednesday that I stayed at school? ....



## Learning to...

Look around you. What shapes do you see? On the lines below, write some names of objects around you.

Choose one of the objects and write a shape poem about it. Is it hard or easy to write a poem in that shape? Try to use adverbs in your poem to describe the shape you are writing about.

# 7/In Your Neighborhood

## LEARNING TO BUILD SENTENCES

### Using regular noun plurals

We say that a noun is *singular* if it tells about only *one* person, place, animal, or thing.  
We say that a noun is *plural* if it tells about *more than one* person, place, animal, or thing.  
If you want to make a singular noun plural, the way you do it depends on the ending of the singular noun.

If a noun ends in e or a consonant, add s to form the plural.  
If a noun ends in ch, sh, ss, or x, add es to form the plural.

Complete the following chart by adding s or es to form plurals.

nose → .....	lunch → .....
toe → .....	dress → .....
neck → .....	bush → .....
knee → .....	church → .....
shoulder → .....	fox → .....
ditch → .....	branch → .....
face → .....	..... ← sweaters
..... ← guesses	..... ← brushes
..... ← diseases	..... ← laces
box → .....	..... ← taxes
..... ← students	..... ← fires

Write sentences of your own, using the following words in the singular and in the plural:

joke      latch      foxes

.....

.....

.....

.....

.....

.....



Complete the following paragraph by writing in the plurals of the nouns under each blank.

Caleb trained ..... Caleb loved company. One Saturday, he invited  
animal  
..... to his home for lunch. Caleb's ..... welcomed the guests.  
guest fox  
His three ..... ran into the ..... when the guests arrived. Inside,  
rabbit bush  
Caleb served everyone ..... and ..... Then Caleb's dancing  
sandwich pickle  
..... entertained the ..... Imagine the guests'  
penguin visitor  
..... when the penquins came out in little, pink ..... ! Some of  
face dress  
the guests were amused. Some of the guests left.

Now, rewrite the paragraph. Use any or all of the connectives *or*, *and*, *but* to join three pairs of sentences.

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LEARNING TO BUILD SENTENCES

Using verbs to tell about what was happening  
sometime in the past

Read these sentences carefully.

- a) Tina is laughing at the parrot's jokes.
- b) Dan was making a huge snowman when Shirley passed by.
- c) My baby Iguanas were running loose when I opened the door.

In one word, when is the action happening in the first sentence? .....

What do sentences b and c do? ..... tell about what was happening  
sometime in the past.  
..... tell about what is happening now.

As you know, the small words *am*, *is*, and *are* work with main verbs to tell about something that is happening right now.

For example: Butch is brushing his teeth.

In the above sentence, *brushing* is the main verb. *Is* works with it to make the whole verb phrase.

The small words *was* and *were* work with verbs to tell about what was happening sometime in the past.

For example: I was practicing the tuba.

We were saving our money.

Circle the whole verb in the above sentences. Draw an arrow to show the small word that helps the main verb tell about the action to the main verb.

Circle the verbs in the following sentences. Then, draw an arrow to show the small word that helps the main verb tell about the action in each sentence. Finally, write *P* beside the sentences that tell about what was happening sometime in the past. Write *N* if the sentence tells about something that is happening now.

The first one has been done for you.

- ...p. Mike's weasel (was chasing) a squirrel.
- ..... Jerry is washing the grape juice from the floor.
- ..... Morris and Lana are racing their newts.
- ..... Dina was sitting in a garden of tulips.

Complete the following sentences by adding the correct verb:

I ..... my juice when Mo jogged my elbow. (drink)

They ..... their games away now. (put)

When we arrived at the party the twins ..... their presents. (open)

# Understanding words from other languages

Sometimes words from other languages creep into English and become part of our language without being changed in any way. We understand what they mean and realize that some of their meanings would be lost if we translated them.

Read the following sentences. Write a definition for the underlined expression. If necessary, use another sheet of paper.

“Gesundheit,” said Rachael as Joan sneezed, “I hope you feel better soon.”

.....

“I’m really tired today,” yawned John as he finished his lunch. “I think I’ll lie down for a siesta.”

.....

“My poncho is too small,” cried Elaine. “I can’t get my head through the hole any more. I guess I’ll have to wear my coat instead.”

.....

If we make these dishes out of papier mâché, they will be something like clay dishes once they have hardened.

.....

The next step in this recipe is to sauté the onions in butter in the skillet until they are soft and golden colored.

.....

The lawn chairs keep sinking into the grass, so I think we should move them to the patio.

.....

This chicken à la king is delicious. It’s good enough for a royal feast.

.....

Exchange your definitions with a classmate to see if you wrote a similar definition for each word or phrase. Then check your dictionary definition.



Using physical descriptions of story characters

1.



2.



3.



The following paragraph gives a physical description of one of the above characters.

She stood, short and barefoot, holding a large wrench. Her baseball cap was pushed back showing pigtails and a pair of round earrings. A frown crossed her smudged, but pleasant face when she thought about washing the dirty coveralls she was wearing.

Which character does the physical description fit? Circle the correct answer.

Read the titles on the chart. Then choose a new character from one of the pictures. Use the titles to help you complete the chart.

Male/Female	Clothing	Facial Expression	Body Build	Outstanding Features
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

Now use the information you wrote in the chart to write a good physical description of the character.

.....

.....

.....

## Learning to...

There are many things you can do in your neighborhood. You can go to hockey practice, go to the library, take part in meetings, spend time with friends. Write a short story about a boy or girl who lives in your neighborhood. Describe your character carefully. What verbs will help you tell what he or she is like? Pretend you are telling about what was happening in that person's life recently. You will be using verbs to tell about what was happening sometime in the past. If you like, you can give your boy or girl a surname that tells something about him or her. It could tell something about what he or she likes to do, or about how he or she acts.

What kinds of adventures might someone have in your neighborhood?

# 8/Supersaurus!

## LEARNING TO USE STUDY AND LIFE SKILLS

### *Preparing news reports*

A news report should answer the five W questions, *who*, *what*, *where*, *when*, and *why*. The news report headline should answer as many of the five W questions as it can in six words or less; usually there is only room to answer two or three of them. *What* happened? is almost always one of the questions.

Check (✓) the best headline for each of the following situations.

1. Two young boys have uncovered the remains of the world's smallest dinosaur while playing in a gravel pit.

..... World's Smallest Dinosaur  
Playing in Pit.

..... Boys Uncover World's Smallest  
Dinosaur

..... Two young Boys Uncovered

..... Boys Uncover Gravel Pit

2. Five high school students have successfully hatched a trachodon egg.

..... Five Students Hatched from Egg

..... Five Students from Trachodon

..... Students Hatched Trachodon Egg

..... Have an Egg From Hatched  
Highschool.

3. Petunia Allosaurus was voted Dinosaur of the Year by the Dinosaur Park Hockey Team.

..... Petunia Park Voted the Team

..... Petunia Voted Dinosaur of Year

..... Dinosaur Park of the Year

..... Allosaurus by the Park Voted Team

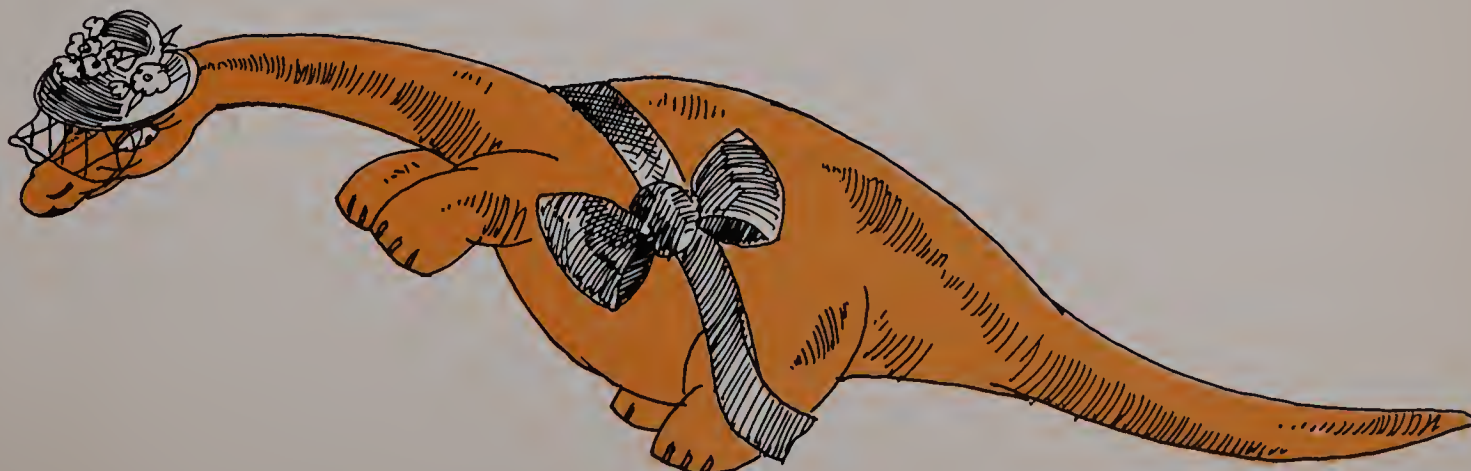
4. The Stegosaurus Hop has become the biggest dance craze in history.

..... Stegosaurus Hop Biggest  
Dance Craze

..... Hop Dance Has Biggest History

..... History Hop Has Stegosaurus  
in Craze

..... Biggest Stegosaurus in  
History Dance





The headline of a news report answers as many of the five W questions as it can in six words or less. This usually means that *what* happened and one or two of the other questions are answered in the headline. The first sentence of a news report often answers four of the five W questions. Sometimes it answers all five.

Here is an example of a headline: • Alberta Dinosaurs World’s Largest

Check (✓) the best first sentence to go with that headline.

- ..... Alberta is the world’s largest dinosaur.
- ..... The world’s largest dinosaurs never visited Alberta.
- ..... The world’s largest dinosaurs have been found in Alberta.

Check the best first sentence for each of the following headlines.

- 1. Tyrannosaurus Was Scary Creature
  - ..... The bones of the tyrannosaurus were made like the bones of any creature.
  - ..... Even in the age of dinosaurs, the six metre tall tyrannosaurus was a scary creature.
  - ..... The tyrannosaurus feared some creatures, but that was years ago.
- 2. Sheldon Trump Won Fossil-Finding Contest
  - ..... Finding a contest won Sheldon Trump a fossil yesterday.
  - ..... Yesterday in Drumheller, Sherman Frump won a fossil in a contest.
  - ..... Yesterday in Drumheller, Sheldon Trump won the first annual Fossil-Finding Contest.

Finally, write an opening sentence for each of the following headlines. Each opening sentence should answer at least four of the five W questions. Beside your sentence write the questions it answers. If necessary, use another sheet of paper.

- 1. Dinosaurs Found Living in Alberta Valley .....  
.....  
.....  
.....
- 2. Anzac, Alberta Celebrates Founders’ Day Saturday .....  
.....  
.....
- 3. Fossil Exhibit Moves to Taber Tomorrow .....  
.....  
.....

Here are the answers to the five W questions that a reporter used to write a news report. Read them carefully.

Who was involved?	taxi driver
What happened?	taxi driver saw UFO land.
Where did it happen?	in a supermarket parking lot.
When did it happen?	four o'clock Tuesday morning.
Why did it happen?	UFO operation thought it was landing on Venus.

Write an opening sentence for the news report. Try to make your opening sentence answer at least four of the five W questions.

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Now, write a headline for the news report. Remember, a good headline answers two or three of the five W questions in six words or less. (*What* happened should be one of the questions.)

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Beneath your headline, write an opening sentence. Then, finish writing the news report. (Be sure to answer all five W questions.) You will have to make up parts of the report. For example, what was the taxi driver's name? Why was he in the parking lot at four in the morning? How do you know the UFO was trying to land on Venus?

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LEARNING TO USE WORDS

Understanding "ologist" words

Look at these words and their definitions.

- geologist—a person who studies the earth
- Egyptologist—a person who studies Egypt
- entomologist—a person who studies insects
- paleontologist—a person who studies fossils

What part of each word is the same? .....

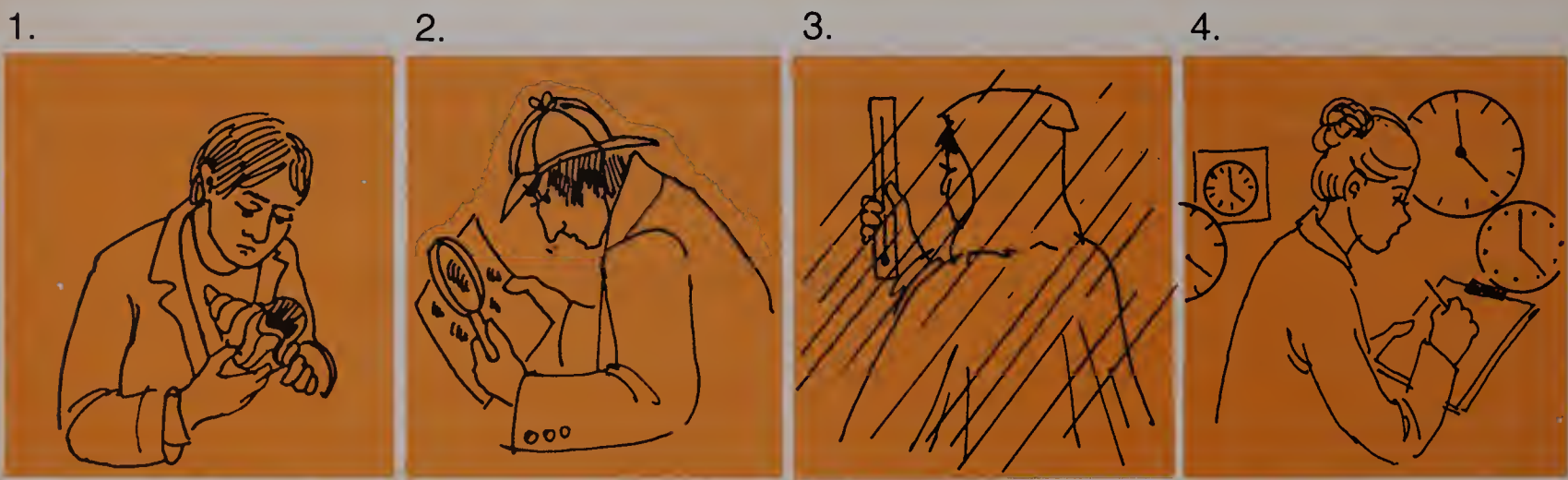
What part of each definition is the same? .....

What do you think the suffix *-ologist* means? .....

Which of the *-ologists* might say each of the following sentences?

- a) I love my mummy. ....
- b) A rock in the hand is worth two in the bush. ....
- c) I'll study anything with six legs (unless it's a table). ....

Look at the following cartoons and try to figure out what kind of "-ologist" is shown in each. Match the pictures to the correct "-ologist" term and write a definition for each under each cartoon. If necessary, use another sheet of paper.



A conchologist is .....

A criminologist is .....

A climatologist is .....

A horologist is .....



# Researching a report topic

a) The first thing you do to prepare a factual report is choose a topic. Once you have a topic, you decide what to include in the report. Asking yourself the five W questions is a good way to do this. If you have forgotten what they are look back at page 75. Below are three topics for short reports. Use the five W questions to help you write three questions for each topic.

1. Pterodactyl Nests
2. Eating Habits of the Ultrasaurus
3. The Triceratops' Defence

Finding facts to answer your questions is the next step in writing a report. Underlining the key words in your questions is a good way to remember what facts to look for. It will also help you when you have to read quickly and remember what you read. For example, compare the following:

1. Where are some places dinosaurs lived?
2. Places dinosaurs lived.

Notice that the underlined words read like a headline when they are written alone. They contain all the important information from the question, but they are much easier to read and remember than the whole question.

- b) Underline the key words in the following questions.
1. What sounds did a dinosaur make?
  2. What was the first type of dinosaur?
  3. What types of dinosaurs lived in Alberta?

Now, go back and underline the key words in the questions you wrote in part a) above. Then write the underlined key words in each question as you would write a headline.

.....

.....

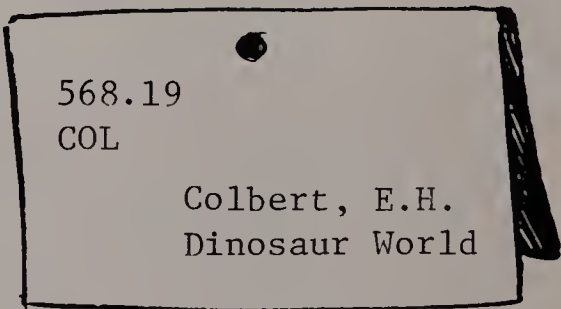
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Do you know what kind of information should follow each headline just by reading it? You should.

- c) If you want to find information about dinosaurs, you can use many sources. One source is an encyclopedia. An encyclopedia is a group of books that contains information about many topics. The topics are arranged in alphabetical order. Each book in an encyclopedia is called a volume. The letters on the outside of each volume help to tell what articles are inside.

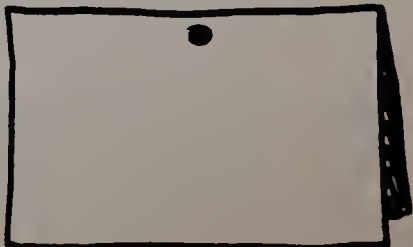
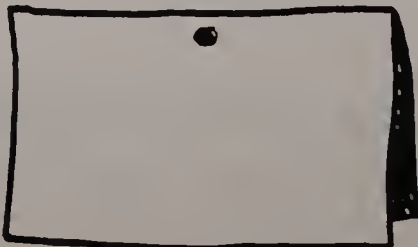
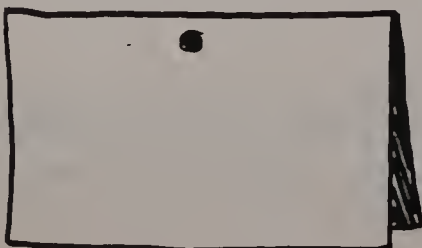
Another way of finding information is to use an index. An index is found at the back of a book. A set of encyclopedias also has an index. Usually the index is in a separate volume. An index lists all the information in a book or set of books in alphabetical order. It helps you find an entry by listing the page or volume number.

Circle the author's name.  
Underline the book title.  
Put the number that tells you where the book is located in brackets.



Make up your own subject cards using the author's names and book titles below. Put a number on each card to show the order in which you would file each author's name alphabetically.

- Dinosaurs, Nora Sullivan
- Dinosaurs, Marie H. Bloch
- Dinosaurs, Eileen Daly



LEARNING TO COMBINE SENTENCES

Using the time-connectives before, after, when, and until

- They searched the canyon. They found some dinosaur bones.

The above sentences tell what was done, but the sentences don't tell what happened first. The words *after* and *before* could be used to join the sentences to tell what happened first. For example:

1. *After* they searched the canyon, they found some dinosaur bones. ....
2. They searched the canyon *after* they found some dinosaur bones. ....
3. *After* they found some dinosaur bones, they searched the canyon. ....
4. They found some dinosaur bones *after* they searched the canyon. ....
5. *Before* they searched the canyon, they found some dinosaur bones. ....
6. They searched the canyon *before* they found some dinosaur bones. ....
7. *Before* they found some dinosaur bones, they searched the canyon. ....
8. They found some dinosaur bones *before* they searched the canyon. ....

If necessary, use another sheet of paper.

Put an X beside all the sentences that tell you they found the bones *after* they searched the canyon. Put a ✓ beside all the sentences that tell you they found the bones *before* they searched the canyon.

Check the correct answer in the sentences below.  
*After* means *at the same time as / during / later than*  
*Before* means *sooner (earlier) than / later than / while*

The words *before* and *after* signal time and are called time-connectives. They are used to join sentences to show the order in which things happen.  
Using the connectives before and after, write two sentences that tell in two ways

1. .... that dinosaurs lived on the earth *before* people.  
.....  
.....
2. .... that Helen will read about dinosaurs *after* she selects her report topic.  
.....  
.....
3. .... that Jacques got interested in dinosaurs *after* he visited the museum.  
.....  
.....



The words *when* and *until* are both time-connectives. Like the time-connectives *after* and *before*, they are used to join sentences to show the order in which things happened. For example:

- 1. She was shocked *when* she discovered the dinosaur skull in her garden.
- 2. *When* she discovered the dinosaur skull in her garden, she was shocked.
- 3. He had to stay *until* the dinosaur film was finished.
- 4. *Until* the dinosaur film was finished, she had to stay.

*When* means *at the time that/before/after*  
*Until* means *during/up to that time/as soon as*

Complete the following sentences by circling the correct time-connective.

- 1. (When/Until) it runs out of breath, a sea dinosaur can stay underwater.
- 2. A tyrannosaurus rex eats (when/until) it is hungry.
- 3. I won't know what a stegosaurus looks like (when/until) I see a picture of it.
- 4. (When/Until) the lights go on, we won't be able to read our fossil book.
- 5. (When/Until) the brontosaurus kissed me, I knew that it was friendly.
- 6. We can't dig for fossils (when/until) we find shovels.
- 7. Be very careful (when/until) you hold the triceratops egg, or it will break.

Rewrite the following pairs of sentences as one complete sentence, using one of the connectives, *before*, *after*, *when*, or *until*. If necessary, use another sheet of paper.

- 1. We will go and see the dinosaur exhibit. You come to my house for a visit.  
.....
- 2. We will stay at the museum. It closes at 8 P.M.  
.....
- 3. I have to get some money for bus fare. We go to the museum.  
.....
- 4. We can write to each other about what we did during your visit. You return home.  
.....

Circle the correct connective, and finish the sentence to show

- 1. .... that Ike found a fossilized leaf first. (This one is done for you.)  
Ike found an old tuna sandwich (after/before/when) he found a fossilized leaf.  
.....
- 2. .... that Rosie danced first.  
Rosie the dinosaur returned to her seat (after/until/when) .....  
.....
- 3. .... that it giggles as soon as it's tickled.  
A brontosaurus giggles (after/before/when) .....  
.....
- 4. .... that it didn't happen up to the time a pterodactyl moved in next door.  
We didn't start to miss Gregg (before/when/until) .....  
.....
- 5. .... that Tracy never left for work without having a second cup of coffee first.  
Tracy Trachodon always had a second cup of coffee (before/when/until)  
.....  
.....



# Using commas with *before*, *after*, *when*, and *until*

What do you notice about the punctuation of the following sentences?

1. *When* I learned dinosaurs were extinct, I knew it was safe to call them stupid and clumsy.
2. I am going to the museum *after* I practice my dinosaur calls.
3. *Until* I saw the dinosaur bone, I didn't know what a fossil was.
4. I am going to my tuba lesson *before* I go fossil hunting.

Circle the correct words in the brackets to complete the following rules:

A comma (is/is not) used if the time-connective is placed between the two sentences that have been joined. If the time-connective is at the beginning of the sentence, a comma (is/is not) used to separate the two sentences that have been joined.

Read the following sentences. Then add commas where they are needed.

1. After I learned the dinosaur's name I had to learn how to spell it.
2. Don't do your dinosaur calls until you can do them properly.
3. Before you tell me that dinosaurs were stupid tell me how they pronounced their names.
4. Don't drop your fossils when you carry them home.
5. When Sheldon sang he sounded like a wounded dinosaur.
6. Until I see you next month I will not tell another dinosaur joke.
7. Would you like to hear the joke about the smiling stegosaurus before you finish this page?

The time-connectives *after*, *before*, *when*, and *until* could be used to join the sentences in the paragraph below. Rewrite the paragraph on another piece of paper using the correct time-connectives to join the underlined sentences. (Remember: connectives can come at the beginning, or in the middle of a sentence.)

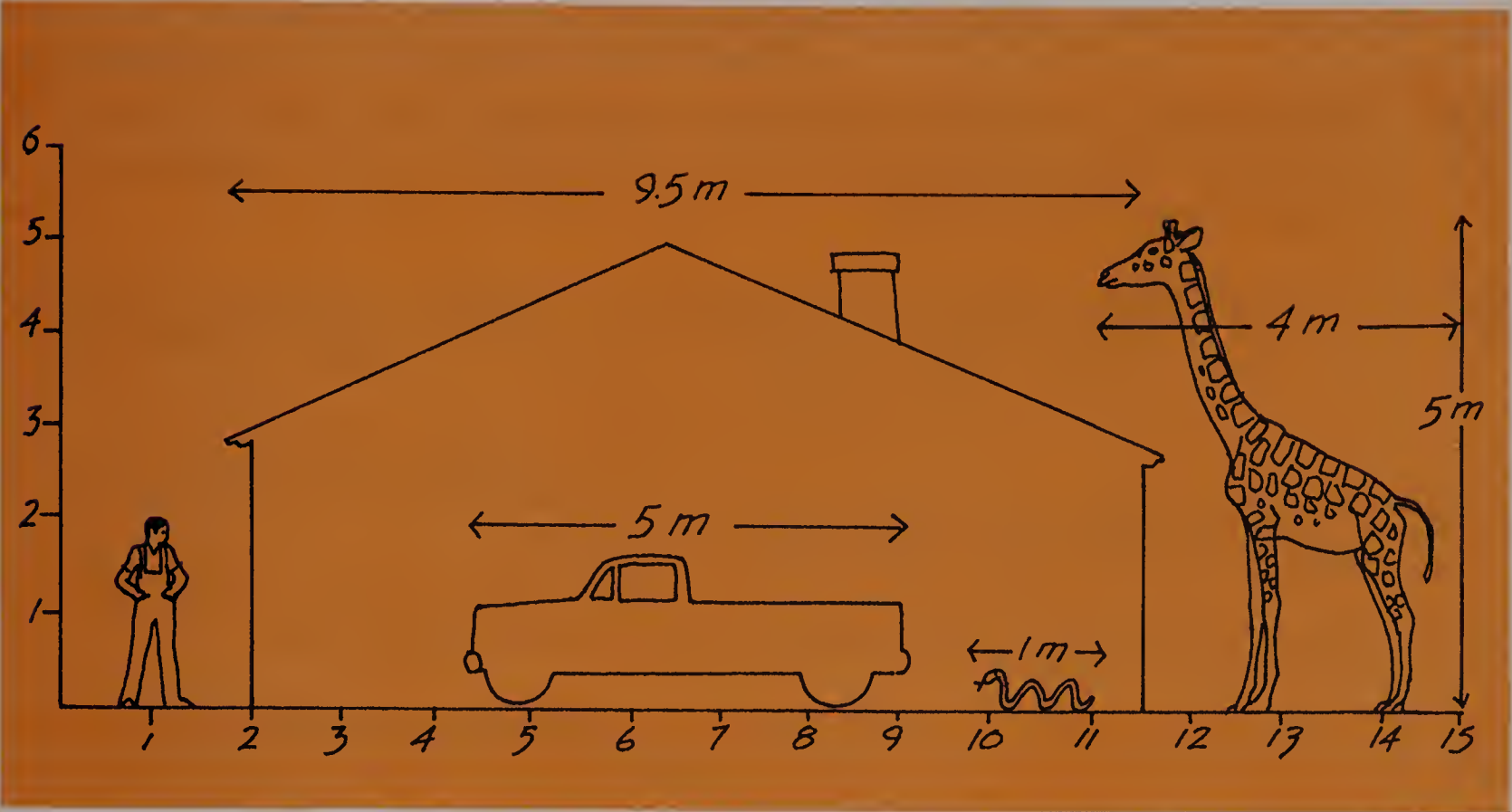
We finished breakfast. We went to the canyon to search for fossils. It was a long climb from the top of the canyon to the bottom. We reached the canyon floor. We saw a mysterious cave below the cliff. We didn't want to come upon a bear. So we threw rocks into the cave. We went inside. It was the darkest place I have ever entered. It kept getting darker and darker. We couldn't see at all. We stopped. We had no choice but to stand where we were. Our eyes got used to the lack of light. We all stood quietly, listening. It was silent for a time. There was a terrible shout, and a flash of blinding light!

When you have finished writing, check the connectives in your paragraph. Have you used them correctly? Does the paragraph make sense?

Now, check to see whether you used commas where they were needed.



# Learning to...



People often use measurements to describe things. For example, the Ultrasaurus is reported to have had a neck twelve metres long. But this description of the Ultrasaurus' neck might be clearer if you compared it to a familiar object. For example, the Ultrasaurus' neck was almost as long as two cars.

Use the graph to complete the following sentences so that they describe the dinosaur. If necessary, use another sheet of paper.

1. A dinosaur called the tyrannosaurus was about five metres high. That is as tall as the .....  
.....
2. A dinosaur called the spinosaurus had spines on its back that were about two metres long. That is as long as two .....  
.....
3. A dinosaur called the allosaurus was ten metres long. That is a little bit longer than the .....  
.....
4. The giant apatosaurus lived in water most of the time. It was about 20 metres long.  
That is longer than two .....  
.....
5. There were a few small dinosaurs. The collophysis was only about 2.5 metres tall. That is just a little bit taller than a .....  
.....

# Learning to...

For this task, you will need newspaper, scissors, paper, paste, and a partner.

- Step 1: You and your partner should *each* find 5 news reports. Each report should have a headline and should be between 60 and 90 words long. Don't show your news reports to your partner.
- Step 2: Cut the headline off one of your news reports. Paste the headline on the back of a sheet of paper. Paste the report on the front. Put 1 beside the news report *and* the headline to show that they go together.
- Step 3: Cut the headline off your second report. Paste the report on the front of a sheet and the headline on the back. Label them both 2.
- Step 4: Do to the other three news reports what you did to the first two.
- Step 5: Trade news reports with your partner. *Don't let each other see the headlines.*
- Step 6: Write headlines for your partner's news reports. Remember, a headline should answer two or three of the five W questions in six words or less. *What?* should be one of them.
- Step 7: When you have written a headline for each of the five news reports, turn the reports over and look at the original headlines. How do they compare to the ones you wrote? Do your headlines say the same thing as the originals? How are they different?





# 9/Do You Get the Message?

## LEARNING TO USE STUDY AND LIFE SKILLS

### Understanding postal codes

Canada’s postal code is made up of a combination of six letters and numbers. Here is a postal code: M6C 2R4. This is what the letters and numbers tell you.

M— This letter tells the province, or part of a province, in which the person lives.

6— This number tells whether the person lives in the city (1 to 9) or the country (0)

C— This letter tells the part of the city in which the person lives, or the group of post offices that are nearby

These symbols make up the *Area Code*. They give information about a wide area of a city or countryside.

2

R

4

These symbols make up the *Local Code*.  
In the city, they let the letter carrier know the exact house, apartment, or office building that a letter should be delivered to.

Here are four postal codes.  
A) E1O 2T5      B) G0N 3I7      C) B3I 7S9      D) W5N 9F5

1. How many of the four postal codes above stand for city addresses? Circle the correct number. (1, 2, 3, 4)

2. Take the letters from all four *local codes* and put them in alphabetical order.

What word do they spell? .....

3. Take the letters from all four *area codes* and put them in alphabetical order.

What two words do they spell? .....

4. What do the letters E, G, B and W tell in the postal codes above?

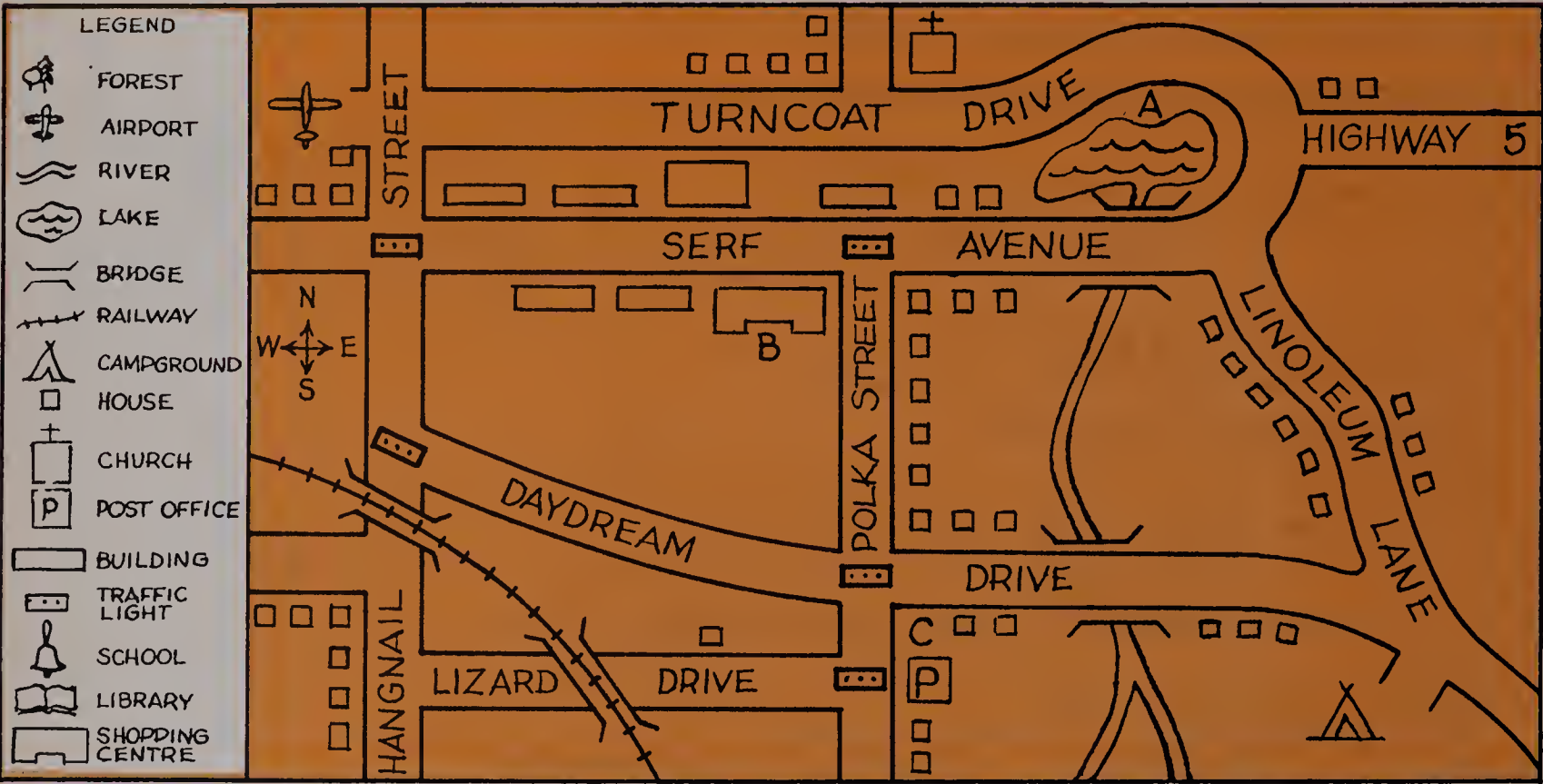
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# Understanding map symbols

A pictograph is a picture or symbol that stands for a word or idea. Most maps you see use pictographs to show where things can be found. The pictographs used on a map are all listed in a *legend*. The legend tells you what each pictograph stands for.

Here is a map. The map's legend is on the left-hand side.



1. What might you do at the place marked *A* on the map? (Check the best answer.)

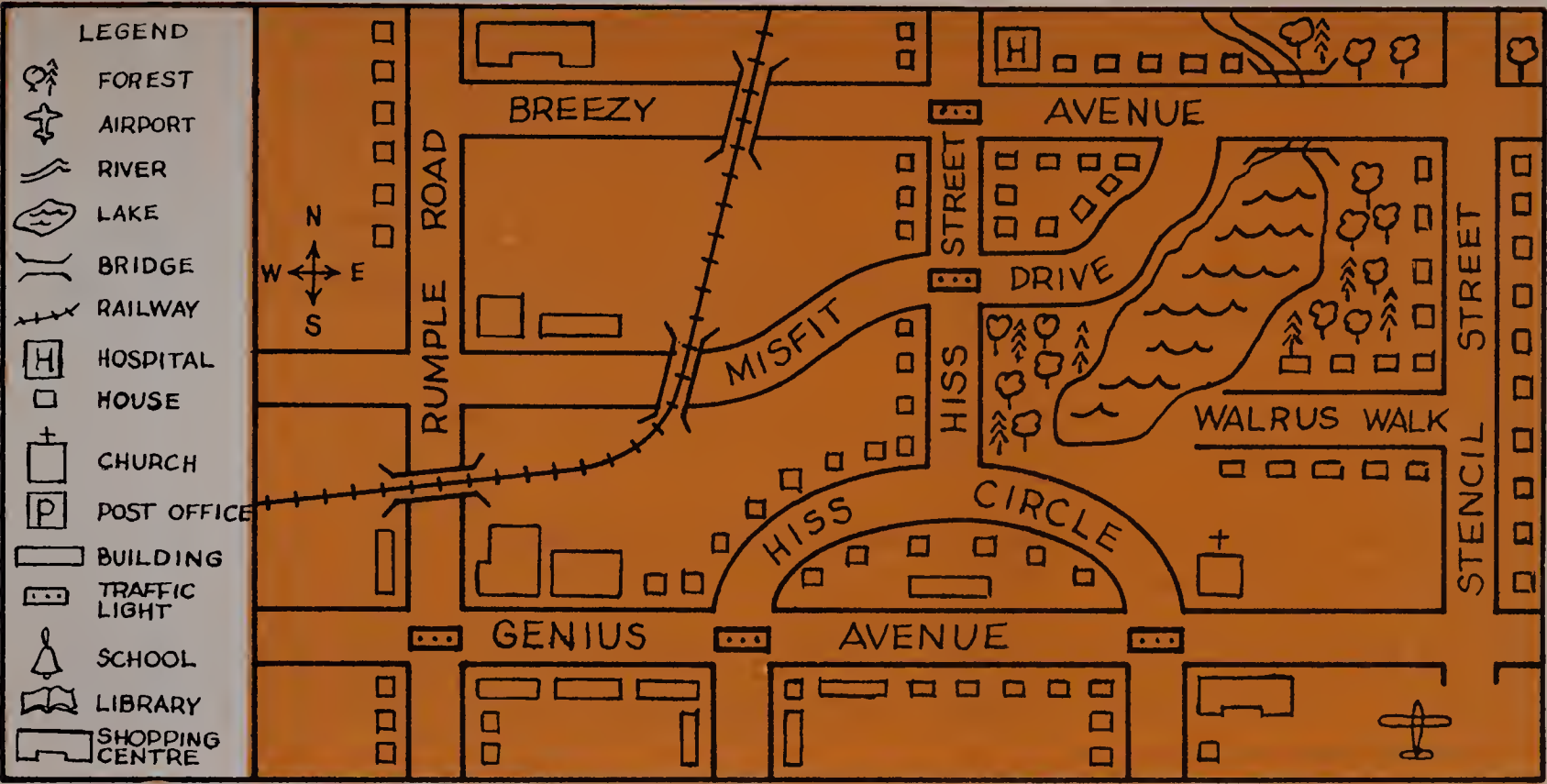
- .....buy pencils and a ruler.
- .....fish for trout.
- .....mail a frozen trout to your uncle.

2. What might you do at the place marked *B* on the map?

- .....buy a chocolate armadillo.
- .....go water skiing.
- .....make your bed.

3. What might you do at the place marked *P* on the map?

- .....feed the iguanas.
- .....mail a frozen trout to your uncle.
- .....cook corn on the cob.



- Here are directions telling someone how to get from the hospital to the Post Office: Go south on Hiss Street until you get to the *second* traffic light. Turn right and follow Misfit Drive West. You will reach Rumple Road after you pass the railway tracks. The Post Office will be on your right, on the northeast corner of Rumple Road and Misfit Drive. In the directions above, a traffic light and the railway tracks were used as *landmarks*. A landmark is something easily seen, that can be used to tell you where you are.
- Use the map on this page to write clear and accurate directions telling someone how to go from:
  1. The shopping plaza on Genius Avenue to the shopping plaza on Breezy Avenue.
  2. The Airport to the Hospital.

Include landmarks in your instructions if you can. If necessary, use another sheet of paper.

.....

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Remember: clear instructions are important in all of your written work.

LEARNING TO BUILD SENTENCES

Using regular and irregular noun plurals

We say that a noun is singular if it tells about only *one* person, animal, place or thing. We say that a noun is plural if it tells about more than one person, place, or, thing. You already know these three rules for making singular nouns plural.

- a) If a noun ends with *e* or a consonant, add *s* to form the plural.  
cape      capes      cap      caps
- b) If a noun ends in ch, sh, ss or x, add es to form the plural.  
beach      beaches      box      boxes
- c) If a noun has a consonant before the final *y*, drop the *y* and add ies to form the plural.  
(fly      flies) Be careful. If a noun has a vowel before the final *y*, just add s to form the plural. (day      days)

All the words in the following list are made plural by following one of the three rules above. Carefully complete the list. The first one has been done for you.

- |           |          |            |           |           |         |
|-----------|----------|------------|-----------|-----------|---------|
| 1. canary | canaries | 5. grocery | .....     | 9. tax    | .....   |
| 2. fairy  | .....    | 6. candy   | .....     | 10. baby  | .....   |
| 3. bunch  | .....    | 7. tray    | .....     | 11. berry | .....   |
| 4. ....   | dresses  | 8. ....    | abilities | 12. ....  | stories |

Use the plurals of the following singular words in sentences of your own.

toy      game      watch      penny      dish      fox

.....

.....

.....

.....

.....

.....

.....

.....



Words that end with ff are made plural by simply adding s  
(bluff      bluffs)

Some words that end in f or fe are made plural by dropping these letters and adding ves.  
(loaf      loaves,      wife      wives)

There is no rule to tell you which words do this. You will just have to remember them.  
Here they are:

loaf	self	wolf	sheaf	shelf
leaf	life	calf	elf	thief

All the other words ending in *f* or *fe* are made plural by simply adding *s*. Some of the words in the following list are made plural by following the above rules. Other words are made plural by using rules you have already learned. Carefully, complete the list. The first one has been done for you.

1. wolf      wolves
2. knife      kni . . . . .
3. ax      ax . . . . .
4. pat . . . . .      patches
5. wi . . . . .      wives
6. calf      cal . . . . .
7. elf      el . . . . .
8. puff      puff . . . . .
9. fife      fife . . . . .
10. holid . . . . .      holidays
11. pony      pon . . . . .
12. shelf      shel . . . . .
13. army      arm . . . . .
14. life      li . . . . .
15. ha . . . . .      halves

Write six sentences, using six of the above plural words.

.....

.....

.....

.....

.....

.....

Some nouns are *irregular* — they do not seem to follow any rules in forming their plurals. Here are some of these *irregular nouns* with their plurals.

foot	feet	man	men	moose	moose
tooth	teeth	woman	women	deer	deer
goose	geese	child	children	salmon	salmon
mouse	mice	fish	fish	sheep	sheep

Read the following list of words carefully. Put S beside the singular words, P beside the plural words, and E beside the words that could be either.

.....fish	.....moose	.....children	.....libraries
.....wolf	.....bluffs	.....mice	.....salmon
.....canaries	.....women	.....foxes	.....man
.....child	.....deer	.....half	.....tubes
.....worms	.....tooth	.....goose	.....feet

Exchange your work with a classmate to see whether he or she agrees with what you have done.

Some of the blanks below need singular nouns and others need plural nouns. Complete the paragraph by writing the correct form of the noun shown under each blank.

The five hundred ..... of the lost city of Whim look like furry orange  
citizen  
....., except that each Whimmer has eight spider-like .....  
cat leg  
Whimmers drive patent leather ..... that roll along on several tiny  
briefcase  
....., such as the ones you find on ..... Each  
tread tank  
..... also lives in its ....., and keeps the mobile home well  
creature trailer  
supplied with two ..... filled with cottage cheese, three ..... of  
mattress shelf  
canned ..... and several ..... containing .....  
moose bowl guppy  
Every Whimmobile also holds at least four ..... that used to be filled with  
hatbox  
..... and ..... The ..... are all empty now, and  
map code hatbox  
that is why the ..... have lost their city.  
creature

LEARNING TO USE WORDS

Understanding colorful expressions

The English language contains many expressions which add “color” to the way we speak. They bring our language to life and help us see clear pictures of the ideas we are talking about. “He really went out on a limb when he said that” doesn’t mean that someone actually crawled far out along the limb of a tree. It does create a picture for us of someone who seems to have put him or herself on the end of a tree branch by the statements he or she has made.

We also use “color” words in some of our colorful expressions. What do you mean when you say, “I feel blue?”

Look at the cartoons below. Match up the sentences that belong with the cartoons and write the “color” expression underneath. If you like, you can color the cartoons to match the expressions. The first one is done for you. If necessary, use another sheet of paper.

He’s feeling sad today.

Expression: He’s feeling blue.

He’s feeling envious.

Expression: .....

She’s in good health.

Expression: .....

She’s very embarrassed.

Expression: .....

She is such a coward.

Expression: .....

He is so angry.

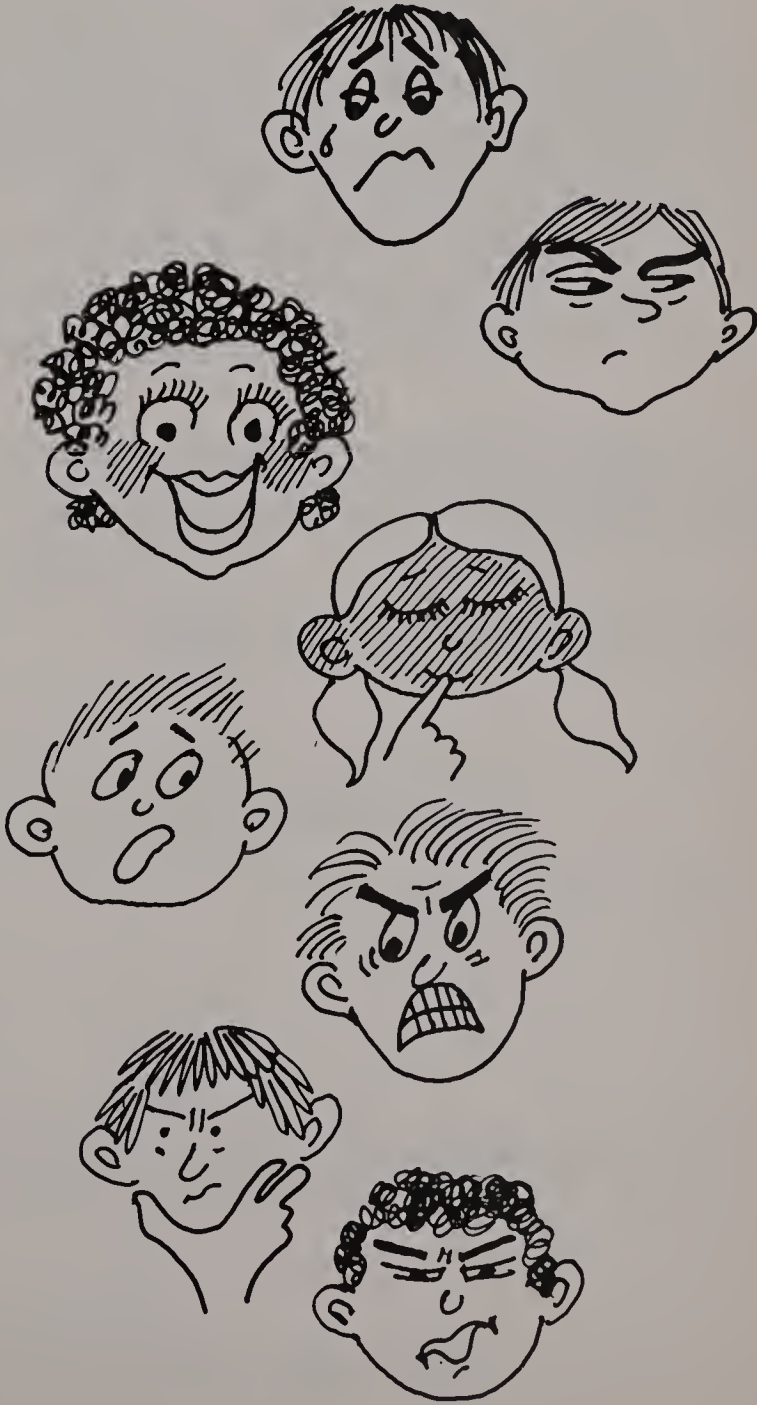
Expression: .....

He is thinking hard.

Expression: .....

He is in a bad mood.

Expression: .....





# Planning petitions

A petition is a written request. In a petition, one or more persons ask another person or group of persons to do something. For example:

Mr. Principal:  
Ms Edgar’s grade four students want you to stop ringing the bell at the end of each class. This is very annoying and distracts us from our work. We feel that if you do what we ask, we will all be better off. You will be better off because you won’t have to ring the bell, and we will be better off because we won’t have to listen to it.  
Anyone who agrees with this petition, please sign below.

When many people want to ask for the same thing, a petition is passed around and signed by all. This shows the person or persons to whom the petition is presented that a large number of people agree with the request that is being made. Here are some ideas for petitions:

- 1. ....to keep cars and trucks off city streets after 8:30 P.M.
- 2. ....to give students over the age of eight the right to vote.
- 3. ....to allow all children under twelve free passes on buses.
- 4. ....to make the budgie our national bird.
- 5. ....to pay students for going to school.

Choose one of the above ideas and plan a petition of your own. Your petition should:

- a) state to whom the petition is being presented.
- b) state what you want to be done, and why.
- c) leave room for signatures, if they are needed.

If necessary, use another sheet of paper.

.....

.....

.....

.....

.....

.....

.....

Preparing announcements

Sometimes you want to give information to a number of people. One good way to do this is to make an *announcement*.

An announcement should. . . . .

- a) tell who should listen to the announcement.
- b) be in language that the listeners understand. (For example: don't use big words if the announcement is for small children.)
- c) answer the five W questions of news reports.
- d) briefly repeat the most important information at the end.

Here are two announcements. Check the one that does everything a good announcement should. Then, rewrite the poor announcement so that it also does everything a good announcement should. If necessary, use another sheet of paper.

- . . . . .1. Attention, all members of the Badger League. A special meeting will be held on November 18, 1981 to elect a new Pit Leader. The meeting will begin at 8:30 P.M. sharp in the Barnacle Room at the Freep Hotel (3270 Lintfree Avenue). Refreshments will be served. Remember, November 18, 1981, in the Freep Hotel at 8:30 P.M.—sharp! Let's have a good Badger turnout for the election.
- . . . . .2. Attention, all members of the Moose Watchers Club! Meeting at 3:00 A,M, on Tuesday. Tune in and be there!

.....

.....

.....

Now make up your own announcement for one of the following events:

- a fancy-dress party at your place
- a meeting to raise funds for a special cause

If necessary, use another sheet of paper.

.....

.....

Remember: a good announcement gives information in such a way that the audience can easily understand it.

LEARNING TO BUILD SENTENCES

Using verbs to tell about what has happened recently

The small words *have* and *has* work with *past* tense verbs to tell about events that have recently happened, or that have *just* happened.

Write sentences to answer the following questions. Each of your answers should tell about something that has *recently*, or *just* happened. Use the correct form of the verb in brackets when you write your answer. (Do not use the verb *finished*.) Use the word *have* or *has* in each answer.

What have you just done . . . . .

1. when you start washing your dishes? (eat)  
... I have eaten my delicious dinner. ....

2. when you step away from the sink with clean hands? (wash)  
.....

3. when you put down your toothbrush? (brush)  
.....

4. when you find yourself flat on your back on the ground? (fall)  
.....

5. when you put the lawnmower away? (mow)  
.....

One of the verbs you wrote should end in *en*. Did you write it that way?





LEARNING TO BUILD SENTENCES

Using the pronoun it in the subject and predicate

Read the following sentences.

- The cat climbed a tree. It couldn't get down.

What is the subject of the first sentence? .....

What is the subject of the second sentence? .....

What noun in the first sentence does It replace? .....

Read the following sentences.

- Which animal climbed the tree? The cat climbed it.

What is the predicate of the first sentence? .....

What is the predicate of the second sentence? .....

What noun in the first sentence does it replace? .....

The word it is a pronoun. It is used in a sentence to replace nouns naming places, things, or animals. The pronoun it can appear in the subject or predicate of a sentence. If it appears in the subject, it is called a subject pronoun. If it appears in the predicate, it is called a predicate pronoun.

Read the following sentences. Underline the subject once and the predicate twice. Then find the pronoun it in each sentence. Put an S or P above it to show whether it is in the subject or predicate.

1. We placed it on the floor.

2. It has dropped the map.
3. Mario has locked it in the closet.

4. It has not been there for long.

Circle each noun in the following sentences. Then rewrite each of the sentences, replacing the noun with the pronoun it. (Be careful, it replaces the noun signal and the noun.) The first one is done for you.

- 1.They bought thehouse They bought it.
- 2.He has swallowed the trout. ....
- 3.They have left the school forever. ....
- 4.Have you unwrapped the map case yet? .....
- .....
- 5.The moose has danced lightly over there. ....
- .....

Now, look at the sentences you wrote. Find the pronoun it in each of your sentences. Put an S or P above each it to show whether it is in the subject or predicate.

# Learning to...

Here are some special codes.

A. In these sentences, the last letter of each word is put at the front of the word:

rspide = spider

Write what each of these coded sentences really says.

- 1. lethe sha nbroke rou ecod! .....
- 2. wsho em eth splatypu. ....
- 3. phel em lpee eth spotatoe. ....
- 4. scode ear emad ot eb nbroke. ....

B. In these sentences, the word was is put after the first letter of every word.

swashoot = shoot

Write what each of these coded sentences really says.

- 1. Bwasring ywasour owaswn fwasrog twaso twashe pwasarty.  
.....
- 2. Pwasut awasll fwasour mwaselons iwasn awas bwasasket.  
.....
- 3. Twashe pwasony iwass swastanding owasn mwasy fwasoot.  
.....
- 4. lwasf ywasou hwasear mwase ywasell—rwasun!  
.....

Choose one of the above codes and use it to write a message to a friend.


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.....

Here is a different type of code. In this code you can use pictures, letters, and numbers to stand for words or parts of words. For example:


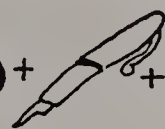
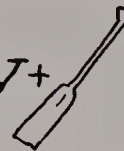




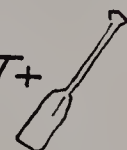








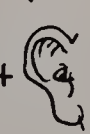



 + 4 = before  
 u = you

 = saw  
 + ed = socked

Combinations of these pictures, letters, and numbers can be used to spell words and form sentences.

 + 4 Before u you  saw  stars  I  + ed socked u you.

Read the following coded messages and write what they really mean.

-  o +  + ed y +   ,  + ee
-   + d 4 y +  →  +  on  + day
- 2    2  ?
-  u h +  m +    ?

.....

.....

.....

.....

.....

If you can't make them out, this is what they should say.

- I opened your window, Rosie.
- I asked for your needle on Sunday.
- To be or not to be?
- Can you hear my telephone ring?



# 10/Snakes Alive!

## LEARNING TO USE STUDY AND LIFE SKILLS

### Taking Notes For A Report

Look at the following topics for a factual report about snakes. Which topic in each pair would be better for a short report?

1. ....Snake Markings.  
.....The Green Mamba
2. ....Poisonous Snakes.  
.....The King Snake.

Choose the short report topic you would rather write on. What information would you include in a report on that topic? Asking questions about the topic is a good way to find out. Use the five W questions for ideas and write three questions you would most like to ask about the topic.

1. ....
2. ....
3. ....

Underlining the key words in your questions will help you when you begin to look for the facts that will answer your questions. For example, compare the following:

1. Where can I find a place without snakes?
2. A place without snakes

Notice how the underlined words in the question look like a headline when they are written alone. Also notice that they contain all the important information, and are much easier to read and remember.  
Now, go back and underline the key words in the questions you wrote above.



# Taking notes for a report

Suppose you are doing a short report about Identifying Snakes. This could be one of your questions.

- What are some differences between snakes and lizards?

Underlining the key words and keeping them in mind will help you decide if an article has the information you need to answer your research questions. Go back and underline the key words in the question above.

Read the two articles below. Put a check beside the article that answers the research question above.

- A. The males of some kinds of snakes have many tiny openings under their heads. Some female Madagascar racers have a scaly horn on their noses. Most male and female snakes differ very slightly. Most males have longer tails and more scales under their tails. Female snakes usually have longer bodies and more scales on their bellies.
- B. Almost all lizards have eardrums, external ear openings and two pairs of five-toed limbs, while snakes do not. Snakes have hinged jaws that open very wide to enable them to swallow large prey whole. Lizards have jaws that are joined together and don't open as widely as snakes. Poison fangs are found in a snake's upper jaw while a lizard's are found in the lower jaw.

After the key words have helped you choose the article for your report, write the information that answers your question on an outline. It would be quicker to write points, not complete sentences. Your outline could look like this:

Topic: Identifying Snakes

Question: What are some differences between snakes and lizards?

1. Lizards have eardrums, ear openings, and legs; snakes don't.

2. ....  
.....

3. ....  
.....



Here is another report question you could ask about Identifying Snakes.

- What are some differences between male and female snakes?

Use this question to make a note outline like the one above.

First, underline the key words in your question.

Use the key words to skim the above articles once more.

Put an X beside the article that answers your question.

On your outline, write the facts that answer your question. List the facts in points, not complete sentences. Use your own words wherever possible.

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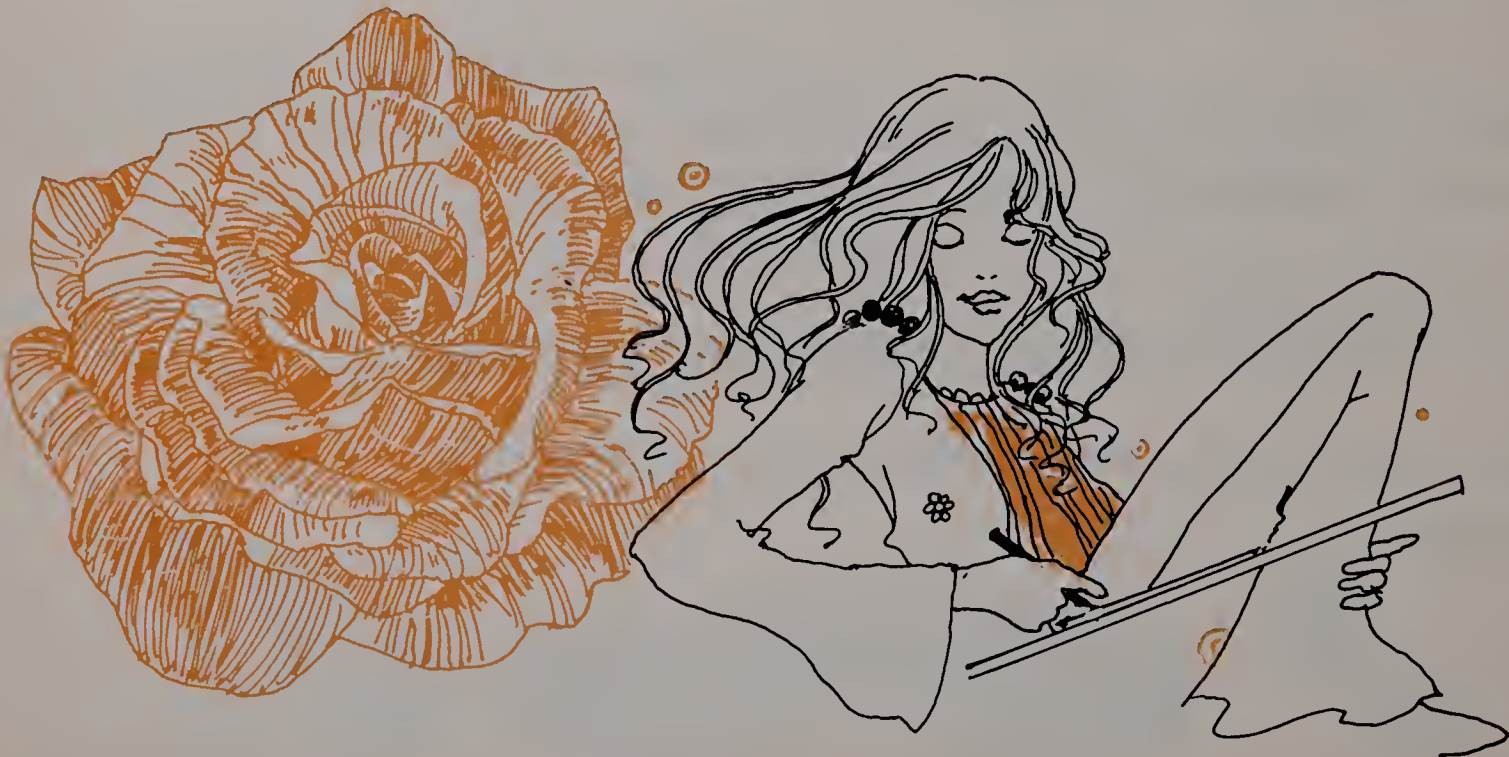
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Remember: report outlines help to organize all your written work.



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There are several steps to writing a report. Once you have all the information you need on your outline, the next step is to organize your information into a paragraph.

Topic: Snake Behaviour

Question: How do snakes protect themselves?

1. color markings that blend with surroundings
2. flatten out and hiss
3. some shake tails
4. run away
5. make nasty smell
6. roll up into a ball

Only one of the following sentences could be the topic sentence for the paragraph answering the above question. The other two sentences are supporting details. Underline the topic sentence.

- A. Some snakes protect themselves by shaking their tails, while others just slither away.
- B. Snakes protect themselves in several different ways.
- C. Snakes are protected because their color markings blend in with the surroundings.

You should have picked sentence B. It tells you that snakes have different ways to protect themselves. You are now ready to read about the specific methods the different varieties use.

Here is another note-taking outline. Underline the key words in the question.

Topic: Snake Bite

Question: How do you help someone who has been bitten by a poisonous snake?

1. keep victim calm and quiet to stop heart from beating quickly.
2. put tight bandage between wound and heart to stop poison from reaching heart.
3. tighten bandage firmly but don't cut off circulation.
4. if possible, put ice around the wound.

Write a topic sentence for the paragraph that you could organize using the above notes.

Write a paragraph from the above notes.

# Taking notes for a report

The topic sentence of a paragraph tells what the paragraph is about. It states the paragraph’s main idea. The rest of the sentences in the paragraph should support, explain, or develop the idea of the topic sentence.

Read the following paragraphs carefully. Underline the topic sentence for each one.

There are two ways that a snake moves. One is by wiggling its body back and forth in S-shaped motions from head to tail. The snake moves forward when its body catches on bumps and rough portions of ground. The second way that a snake moves is by moving one part of its body forward in loops. The rest of its body stays firmly put.

There are two less common ways for snakes to move. The first is used by snakes with heavy bodies and large scales to move straight ahead. The snake’s scales move in waves over its bones and catch on rough surfaces. A rarer method of movement called side winding is used by some desert snakes. The snake throws two parts of its body sideways and ahead while the other part remains on the ground.

Make notes to outline each paragraph.

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LEARNING TO BUILD PARAGRAPHS

Using supporting details and time-order words

Here is a topic sentence from a paragraph about the black mamba snake.

- The black mamba is one of the world’s most deadly snakes.

Put an S beside the supporting details below that belong in the same paragraph. The details you choose should support, explain, or develop the idea of the topic sentence above.

- .....are big enough to eat birds and rodents
- .....can strike precisely in any direction
- .....young mambas green
- .....lays nine to fourteen eggs
- .....is world’s fastest snake and can attack at top speed
- .....venom one of world’s deadliest
- .....eggs oval and seven to eight centimetres long
- .....studied by P. S. Willis of South Africa
- .....attacks anything when angry
- .....aims for spots unprotected by hair

Write a paragraph outline using the above topic sentence and supporting details. Use your outline to write the complete paragraph. If necessary, use another sheet of paper.

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Remember: preparing an outline for all your written work helps you to develop your topic and avoid unnecessary details.

LEARNING TO USE WORDS

UNDERSTANDING THAT WORDS CAN BE USED AS NOUNS, VERBS, ADJECTIVES, OR ADVERBS

Circle the correct word in brackets for each of the following sentences.

- A (noun/verb) names a person, place or thing.
- An (adjective/verb/adverb) tells about a noun.
- A (noun/verb/adjective) tells about an action or happening.
- An (adverb/noun/adjective) tells about a verb, and adds to its meaning.

Many words can be used as a noun or a verb in a sentence. *Snake* is one such word. That snake is poisonous. The long river snakes through the valley as it flows to the sea.

*Brave* is another word that can be used as a noun or a verb. In the following sentences, box *brave* if it is a noun. Circle *brave* if it is a verb.

- 1. Lexington braved the storm for the third time.
- 2. The Huron brave picked up the snake.

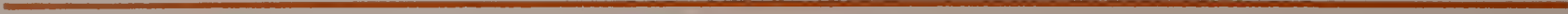
The word *brave* can also be made into an adjective and an adverb. Underline the word in each sentence and write *adjective* or *adverb* at the end of the sentence.

- 1. The brave mongoose attacked the cobra. ....
- 2. Four ponies bravely faced the huge serpent. ....
- 3. Slowly, the brave trainer stepped into the snake pit. ....

Read the following sentences carefully. Notice the underlined words.

- Box the underlined word if it is used as a noun.
- Circle the underlined word if it is used as a verb.
- Put square brackets around the underlined word if it is used as an [adjective.]
- Put round brackets around the underlined word if it is used as an (adverb.)

- 1. A snake is just one of the many wonders of nature.
- 2. Maureen sang wonderfully.
- 3. Lightning forked across the stormy sky.
- 4. A sleepy boa dozed in the forked branch of the tree.
- 5. Norm had a wonderful time at the snake farm.
- 6. When we saw a python in the fork of the trail, we froze.
- 7. Doris often wondered about sea snakes.



Use each of the following words in sentences as a noun, a verb, an adjective.

• Top

Noun .....  
.....

Verb .....  
.....

Adjective .....  
.....

• Cake

Noun .....  
.....

Verb .....  
.....

Adjective .....  
.....

• Present

Noun .....  
.....

Verb .....  
.....

Adjective .....  
.....



LEARNING TO BUILD PARAGRAPHS

Using time-order words

The following time-order words are used to tell about the sequence or order of things in paragraphs. They help to make the order of things clearer to the reader.

first    second    then    next    suddenly    later    finally    before    during

More time-order words would make the following paragraph easier to understand. What words from the above list would you use, and where would you put them? Rewrite the paragraph using time-order words from the above list.

Amy Amulet and her brother Drew decided to buy some pet snakes. Leaving home, they picked up a sturdy cardboard box. The store had a lot of snakes to choose from. Amy picked out a snake. Drew chose one. They paid for the snakes. Amy and Drew tried to decide how to tell the snakes apart. After a little thought, Drew suggested that a small piece of tape around his snake would do the trick. They arrived home and found that the snake had rubbed off the tape. They were puzzled. They thought about it until dinner time. After dinner, they discussed the problem. Amy yelled and startled Drew. The problem had been solved. Amy would keep the yellow snake and Drew would keep the brown one.

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# Learning to...

Kind of Fish	Body Shape	Size	Color	Special Features

Read the following list of fish.

1. Angler
2. Marlin
3. Flounder
4. Ocean Sun Fish

Use the encyclopedia index to find information to complete the above chart. After you have completed your chart, find a picture of *each* fish and trace it on a separate piece of paper. You may wish to color your drawing if it is important to the description of the fish.

Choose one of the fish in the chart. Then use the information in your chart to write a paragraph outline. *Do not* mention the name of the fish in your outline. Use your outline to write a description of the fish you chose, *without* mentioning its name. Finally let a friend read your paragraph. After your friend has read the paragraph, show him or her the pictures of your fish. Can your friend pick the fish that you described?

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Remember: proofread your paragraph.

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# 11/The House That Suits You . . .

## LEARNING TO CREATE STORIES

### Using different points of view

Read the following description of a home.

The cave’s entrance was four metres from the ground on the southern side of a cliff. The door was heavy animal skin. Inside, the cave was about half the size of a classroom. A stream of fresh water trickled down the back wall. Weapons and bags of dried food hung from pegs on the east wall. The west wall was covered with paintings and, at its base was a pile of furs to sleep on. A fire pit was in the center of the sandy floor.

Pretend you are living in the Stone Age. You are a member of a tribe and you *own* the home. Read the following list of words. Circle the words you might use to talk about *your* Stone-Age home.

- |       |            |          |           |          |
|-------|------------|----------|-----------|----------|
| cozy  | smokey     | stuffy   | cramped   | dark     |
| damp  | safe       | inviting | snug      | bare     |
| dusty | attractive | quiet    | sheltered | spacious |

Use some of the words you circled to write three or four sentences about your home.

.....

.....

.....

.....

Now, think about the home as a person who is used to living in *modern* times. Underline the words that you might use to describe the home as that person might see it. Then use some of the words you underlined to write three or four sentences about the home.

.....

.....

.....

.....



LEARNING TO BUILD SENTENCES

Using possessive pronouns

Read the following sentences. Underline the predicates twice and the subjects once.

1. She owns the budgie.
2. It belongs to the girl.

What are the words in boxes?

They are subject pronouns. Subject pronouns are found in the subjects of sentences. The subject pronouns are I, you, he, she, we, they, it.

Read the following sentences. Rewrite the sentences, replacing the subject with a subject pronoun. The first one has been done for you.

1. The man owns the boat. .... He owns the boat.
2. The train belongs to us. ....
3. That book belongs to them ....
4. The girl was talking to you. ....
5. Joey and I have the frog. ....
6. Geraldine brought some cookies. ....
7. Joel put his clothes away. ....
8. Pauline and Ali saw that movie. ....
9. Karen, Zachary, and I finished our work early. ....

Read the following sentences carefully. Circle the correct pronoun in each set of brackets.

1. Clete fed the dog. The dog did not belong to (his/him/he).
2. Carol ate lunch. She put on (they/her/she) rubber boots and coat.
3. (Us/We/Our) fed the cats. (They/Them/Him) were very hungry.
4. "(He/She/You) play the guitar," said Ned. "I will play (my/me/us) tuba."
5. (They/Us/Our) liked the coats. The coats belonged to (he/us/they).
6. (Her/He/Him) did not like (us/my/them) story. I read it to (he/him/they).

Read each sentence softly to yourself. Does it sound right and make sense?



Writing story settings



The *setting* is an important part of a story because it tells *where* (place) and *when* (time) the story takes place. Either one of the drawings could easily be used as a *setting* for a story.

Choose *one* of the drawings and answer the questions below. Write your answers in *complete* sentences. When you have answered the questions, you have all the information you need for a good *story setting*. If necessary, use another sheet of paper.

1. What time (when) in history does the picture show? What tells you this?  
.....
2. What time (when) in the year (season) does the picture show? What tells you this?  
.....
3. What time (when) in the day does the picture show? How do you know?  
.....
4. What planet, country, or city does the picture show (where)?  
.....
5. What kind of place is it (where)? What tells you this?  
.....

When you write a story, you have to decide *where* and *when* your story will take place. When you have answered these two questions, you have decided on your story.

Go back to page 113. Study the picture you did not write about. Then use it to answer the same questions you answered about the other picture. Be sure to answer in complete sentences. If necessary, use another sheet of paper.

- 1. What time (when) in history does the picture show? What tells you this?  
.....
- 2. What time (when) in the year (season) does the picture show? What tells you this?  
.....
- 3. What time (when) in the day does the picture show? How do you know?  
.....
- 4. What planet, country, or city does the picture show (where)? What tells you this?  
.....
- 5. What kind of feeling does the picture give you?  
.....

Use the information in your answers to begin a story with a description of the setting. Write about your setting in four or five sentences.

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When you have finished, read over your paragraph to see if you made any mistakes that you should correct.



LEARNING TO PUNCTUATE

Using proofreading

Carefully read the following passage. The author has not used commas, capital letters, quotation marks, or end punctuation properly. Look at the corrections in the first sentence. Use them as a model to correct the rest of the story.

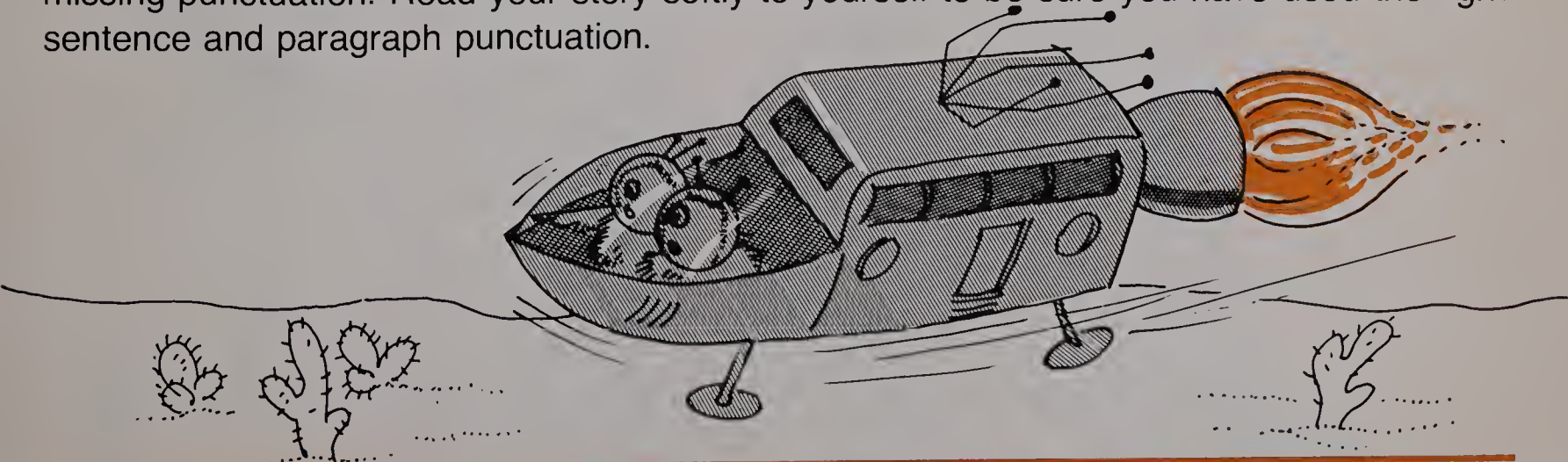
D M B  
dolby and micro were two fuzzy blue beings from the planet, bog. They had been flying over a désert when they came upon an amazing sight. Let's go down and investigate, suggested dolby to micro. That looks interesting

after they had landed the two aliens approached a group of musicians. the musicians looked up but went right on playing They were the Dead beat blues Band playing their latest hit song, "Ragbag Rag." Then, they moved right in to a second a third and a fourth song Finally, the band put down their instruments while dolby and micro clapped wildly Who are our fuzzy little friends? asked Sherman, the armadillo, as he put down his saxophone

soon, dolby and micro had introduced themselves to sherman annie dirk and bingo The visitors were so thrilled by the music that they asked whether it could be played anywhere Of course, said annie. i've even heard it played in flin flon that was all dolby and micro wanted to know. before you could say "jumping jukeboxes," the spacecraft blasted off for bog with four extra passengers The dead beat armadillo blues band were going inter-galactic

Altogether (counting the three examples) 32 capitals were missing from the passage. The passage was also missing 7 commas, 5 sets of quotation marks, and 10 end punctuation marks. If you read the passage softly to yourself, your voice will tell you where to put the commas and end punctuation.

Now, proofread the story you wrote about one of the pictures on page 113. Add any missing punctuation. Read your story softly to yourself to be sure you have used the right sentence and paragraph punctuation.



Remember: read all your written work softly to yourself to make sure it sounds right and makes sense.

---

## *Learning to...*

Read the following passage carefully. As you read, try to picture in your mind what a Whimmer would look like standing beside the Whim Summer House.

The citizens of the lost city of Whim look like furry orange cats, except that each Whimmer has eight spider-like legs. Usually they live in patent leather briefcases, but once a year, every Whimmer goes to the very special Whim Summer Home for a week of rest and relaxation.

In the middle of a forest that stretches farther than the eye can see lies a clearing. In the middle of the clearing that lies in the middle of that enormous forest, there is an old yellow schoolbus. If you guessed that the old yellow schoolbus in that clearing is the Whim Summer Home, you're right.

There is a flower-box full of red and pink roses outside every window of the Whim Summer Home. On each side of the bus, the word WELCOME is painted in big green letters beneath the flower boxes.

All the seats have been taken out of the Whim Summer Home. Bunk beds have been put in their places. There is a record player where the driver usually sits in most schoolbuses, and the speaker for the record player is on the roof. Of course, all four tires on the Whim Summer Home are flat.

Now, draw a picture of a Whimmer standing beside the Whim Summer Home. Be sure to include everything the passage described in your picture.



# Learning to...

Read the headings on the chart below. Then read in your textbook and this workbook chapter the descriptions of the homes listed on the chart. Use the information in the home descriptions to complete the chart. One home does not have a description because it's *your* home.

<u>Kinds of Houses</u>	<u>Roof</u>	<u>Walls</u>	<u>Floors</u>	<u>Openings</u>	<u>What's special about it?</u>	<u>Who Lives there?</u>
------------------------	-------------	--------------	---------------	-----------------	---------------------------------	-------------------------

Hobbit home

Whim Summer House

Cave

Your home





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# 12/Dig in the Sand...

## LEARNING TO USE STUDY AND LIFE SKILLS

### Taking notes

Imagine that you are writing a short report about Lampreys in the Great Lakes. Which research questions below would be suitable for this topic? Put a check beside them, then underline the key words.

- .....What types of fish live in the Great Lakes?
- .....What different types of food do lampreys eat?
- .....What methods have been used to control lampreys?
- .....What damage do lampreys cause in the Great Lakes?
- .....What people fish in the Great Lakes?
- .....What are the stages in a lamprey's life cycle?

Which of the following questions would be suitable for the topic Controlling Sharks Near Public Beaches? Put a check beside them, then underline the key words.

- .....What causes sharks to attack swimmers?
- .....What beaches are sharks likely to attack?
- .....What are the kinds of sharks that attack beaches?
- .....What methods are used to protect beaches from sharks?
- .....What are the members of the shark family?
- .....What souvenirs are made from sharks?
- .....What attracts sharks to beaches?

Look at the following topics. Which topic in each pair would you choose for a short report?

1. ....Surfing around the world.  
.....Surfing in British Columbia.
2. ....The Herring gull.  
.....Seabirds of the Pacific.

Choose one of the two short report topics you checked. Then write three suitable research questions you could ask about that topic. Underline the key words.

1. ....
2. ....
3. ....

Now write three suitable research questions for the other short report topic. Underline the key words.

1. ....
2. ....
3. ....



You can record the facts that answer a research question in a note-taking outline. Here are some facts in sentence form. Write each fact in point form, using your own words when possible. The first one is done for you.

- 1. Hermit crabs are a very common group of crabs. Hermit crabs common
- 2. Hermit crabs are found in tide pools and shallow water.
- 3. Hermit crabs live in large empty shells of other seashore animals.
- 4. Hermit crabs find new shells when they outgrow the ones they have.
- 5. Hermit crabs are common beach scavengers.

If you plan to use the note-taking outline you just wrote to write a report, the next step would be to make a *paragraph outline*. Your topic sentence for the paragraph from your note outline could look like this: Hermit crabs can be found on beaches in many parts of the world.

Write the topic sentence on the lines below. Using the notes from above, write a paragraph about hermit crabs.

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Read your paragraph softly to yourself. Does it sound right? Did you make your notes into sentences that make up a unified paragraph? Exchange your work with a classmate to see if he or she agrees with what you have done.



Using contractions

Which of the following research questions would be suitable for the topic The Horseshoe Crab?

Put a check (✓) beside them, then underline the key words.

- .....What are the Horseshoe crab’s feeding habits?
- .....What do sea creatures with shells eat?
- .....How do crabs, fish, and dolphins move?
- .....What are the Horseshoe crab’s methods of moving?

a) Prepare a note-taking outline for each of the questions you checked. Write each topic and one question in the space below. Remember to underline the key words in each question.

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Read the following articles. Check the article that you would use to answer your report questions. (Use the key words of your questions to guide your reading.)

.....Horseshoe crabs or King crabs are not really crabs at all. In fact they are more closely related to spiders. The Horseshoe crab has a rounded brown or dark-olive shell and a long, moveable tail. Beneath the shell are six pairs of legs. This unusual animal lives along the Atlantic coast of North America from Maine to the Gulf of Mexico. Strangely enough, it does not live on the Pacific coast, but it does live along the coasts of Asia from Japan to India.

.....The Horseshoe crab moves by ploughing and digging its way through sand and mud. It does this by using its tail as a lever and digging with its legs. The crab can also swim if it turns itself upside down and moves its gill flaps. Molluscs (for example, clams) and worms are its main diet. The mouth is under the crab’s body, surrounded by the legs. At the base of the legs are spiny knobs which help the animal to chew its food.

- 
- b) Look again at the article you checked. Use the key words in the article to help you record the facts that answer your questions. Record the facts on the two note-taking outlines you made. List the facts in point form, below the questions. Use your own words when possible.
  
  - c) Look carefully at the notes you made. Write a paragraph to answer each question. Each topic sentence should tell what the paragraph is about. It should briefly answer the question the paragraph goes on to answer in more detail.

Write a topic sentence for each of your paragraphs. Underneath each topic sentence write your supporting details.

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Remember: paragraph outlines help you to organize all your written work.

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# Using the apostrophe in contractions

Read the following pairs of sentences.

- He will bring it tomorrow.
- He'll bring it tomorrow.
- You are sure to be chosen for the team.
- You're sure to be chosen for the team.
- It is time for us to go.
- It's time for us to go.

What is different in each of the second sentences? .....

.....

In the first pair of sentences, what replaces *he will*? .....

In the second pair of sentences, what replaces *you are*? .....

In the third pair of sentences, what replaces *it is*? .....

When two words are joined to form a shorter word, the shorter form is called a contraction.

What punctuation mark takes the place of one or more of the letters in the contraction? (Check the correct answer.)

- a comma .....
- an apostrophe .....
- a period .....

Here is a list of contractions. Beside each contraction are the two words the contraction stands for. Write the letters that the apostrophe replaces in the brackets.

- (i) it's—it is
- ( ) you've—you have
- ( ) you're—you are
- ( ) they'd—they had
- ( ) we've—we have
- ( ) he'll—he will

Rewrite each of the following sentences and on another piece of paper replace the underlined words with a contraction.

1. Since their house is on fire, they had better get out quickly.
2. Kerry, I believe that you are supposed to drink this litre of milk.
3. We have forgotten to bring the popcorn to the beach.
4. He will have to see that you are safe before he leaves.
5. Even though it is late, he will have to finish the dishes.
6. You have answered the questions correctly.
7. We have seen the film and we think it is interesting.



Read the following sentences softly to yourself.  
How do they sound?

- 1. You should not walk on that grass.
- 2. Do you think he knows what he is doing?
- 3. They have just the clothes they are wearing.
- 4. I think we will not go with you today.
- 5. You would have thought it was funny, too.
- 6. We have brought all the picnic supplies.
- 7. Do not tell me you are too tired to go.
- 8. It is likely that they had already left by the time we arrived.

How would you change the underlined words in the sentences to make them sound closer to the way people normally speak? Rewrite the sentences on the lines below, replacing the underlined words with contractions.

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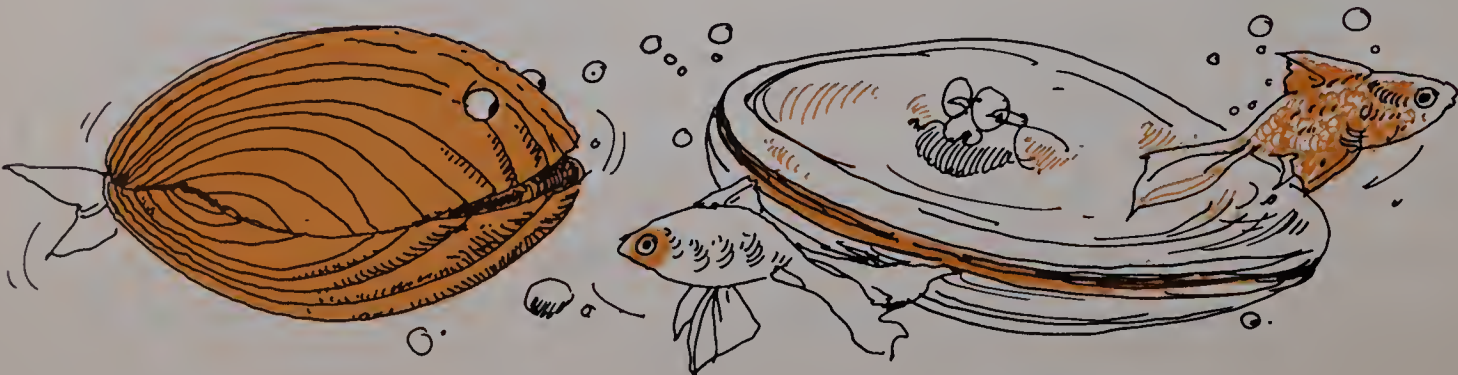
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# Using possessive nouns

Possessive forms are used when we want to show that something *belongs* to someone or something. You have already learned that pronouns can show possession. (For example: his seahorse.)

Another way to show possession is to use a group of words. For example: *The sister of the girl*. This takes too long to say or write. You can say the same thing by using an apostrophe and adding an s. For example.

- the saddle of the *horse*                      the *horse's* saddle
- the teeth of the *seal*                      the *seal's* teeth

Complete the following rule: To make a singular noun possessive, .....

.....

Read the following sentences softly to yourself, paying attention to the underlined words. Do they sound the way people normally speak?

1. The oyster nodded a greeting to the father of the clam.
2. The teacher used the eel of the boy to teach the lesson.
3. The heavy sea chest was loaded onto the ship of the sailor.
4. Did I ever tell you how the dinner of the seagull became the dinner of the pelican?
5. I love to feel the spray of the ocean on my face.
6. The head of the girl bobbed on the surface of the ocean.

On the lines below, rewrite the sentences so that they sound more like normal speech. If necessary, use another sheet of paper.

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Remember: correct use of possessive nouns makes all your written work sound better.

To write the possessive form of singular nouns, you add an apostrophe and the letter s.

Plural nouns can show possession too. Plural nouns often end with the letter s. Read the following groups of words. Notice where the apostrophe is.

- the hair of the girls                      the girls' hair
- the food of the bears                    the bears' food
- the tires of the cars                    the cars' tires

Complete the following rule: To write the possessive form of plural nouns ending with the letter s, .....

Read the following sentences softly to yourself, paying attention to the underlined words. Do they sound the way people normally speak?

1. The zookeeper brought the fish of the pelicans.
2. The ships of the countries were all in that port.
3. The teams of the schools arrived in buses.
4. There has been a lot of activity in the ocean of the whales.
5. The hats of the students were all lost.
6. The pets of the neighbors did well in the pet show.

On the lines below, rewrite the sentences so that they sound more like normal speech.

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# Using connectives as, since, and because

The person who wrote the following sentences tried to tell *why* something happened, but did not succeed.

- Troy laughed at the seal. The seal barked at him.

The above sentences tell us *what* was done, but they don't say *why*. Did the barking seal cause Troy to laugh, or did Troy's laughter cause the seal to bark? We just don't know.

The words *as*, *since*, and *because* are connectives that signal cause. *As*, *since*, and *because* could all be used to join the above sentences to tell which event caused the other to happen. For example:

1. Because Troy laughed at the seal, the seal barked at him.
2. Troy laughed at the seal because the seal barked at him.
3. Since Troy laughed at the seal, the seal barked at him.
4. Troy laughed at the seal since the seal barked at him.
5. As Troy laughed at the seal, the seal barked at him.
6. Troy laughed at the seal as the seal barked at him.

Circle the correct answers. Which of the above sentences . . . . .

- a) . . . . .tells you that the barking seal caused Troy to laugh? (1, 2, 3, 4, 5, 6)
- b) . . . . .tells you that Troy's laughter caused the seal to bark? (1, 2, 3, 4, 5, 6)

The connectives *as*, *since*, and *because* signal cause. The part of the sentence that *follows* these connectives usually answers the question *why*?

The connectives *as*, *since*, and *because* can be used at the beginning, or in the middle of a sentence. If they are used at the beginning of a sentence, a comma must be placed between the two smaller sentences that are joined together. Which sentences above illustrate this rule?

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Join each of the following pairs of sentences. Use the cause-connective in brackets ( ).  
The clue given before each pair of sentences will help you understand where the  
connective belongs. The first one is done for you. If necessary, use another sheet of paper.

1. ....what caused the cinderella fish to stay away from the ball.

The cinderella fish didn't go to the fish ball. It lost its glass slippers (because)

The cinderella fish didn't go to the fish ball because it lost its glass slippers.
2. ....that wanting to find the treasure again caused Rich to mark his boat.

Rich put an X on the side of his boat. He wanted to remember where he found the  
sunken treasure. (since)
3. ....why Frank always acted the way he did.

Frank was friendly, and a good fish salesman. He always gave his customers hellos  
and good buys. (as)
4. ....why we shouldn't pollute the ocean.

We should not pollute the Pacific ocean. It is sure to make the sea sick. (because)
5. ....what caused Lori to run away on her wedding day.

Lori Lobster ran away on her wedding day. She discovered she was engaged to a crab.  
(as)
6. ....why Kevin believes what he does.

Kevin doesn't know the truth. He goes around believing that perspiring fish make the  
ocean salty. (since)

Rewrite the following passage using the connectives *as*, *since*, and *because* to join the underlined sentences.

Yesterday, the circus came to our seaside town. It was the right time of year for the circus. Today we were all treated to an unusual sight. A trainer brought two elephants down to the beach. He wanted to wash them in the sea. The elephants didn't mind bathing in the sea. They were hot and dusty. It seems that elephants like both fresh and salt water for bathing. People came from all over town. The scene was very entertaining.

When you have finished writing, check the connectives in your paragraph. Have you used them correctly? Does the paragraph make sense? If necessary, use another sheet of paper.

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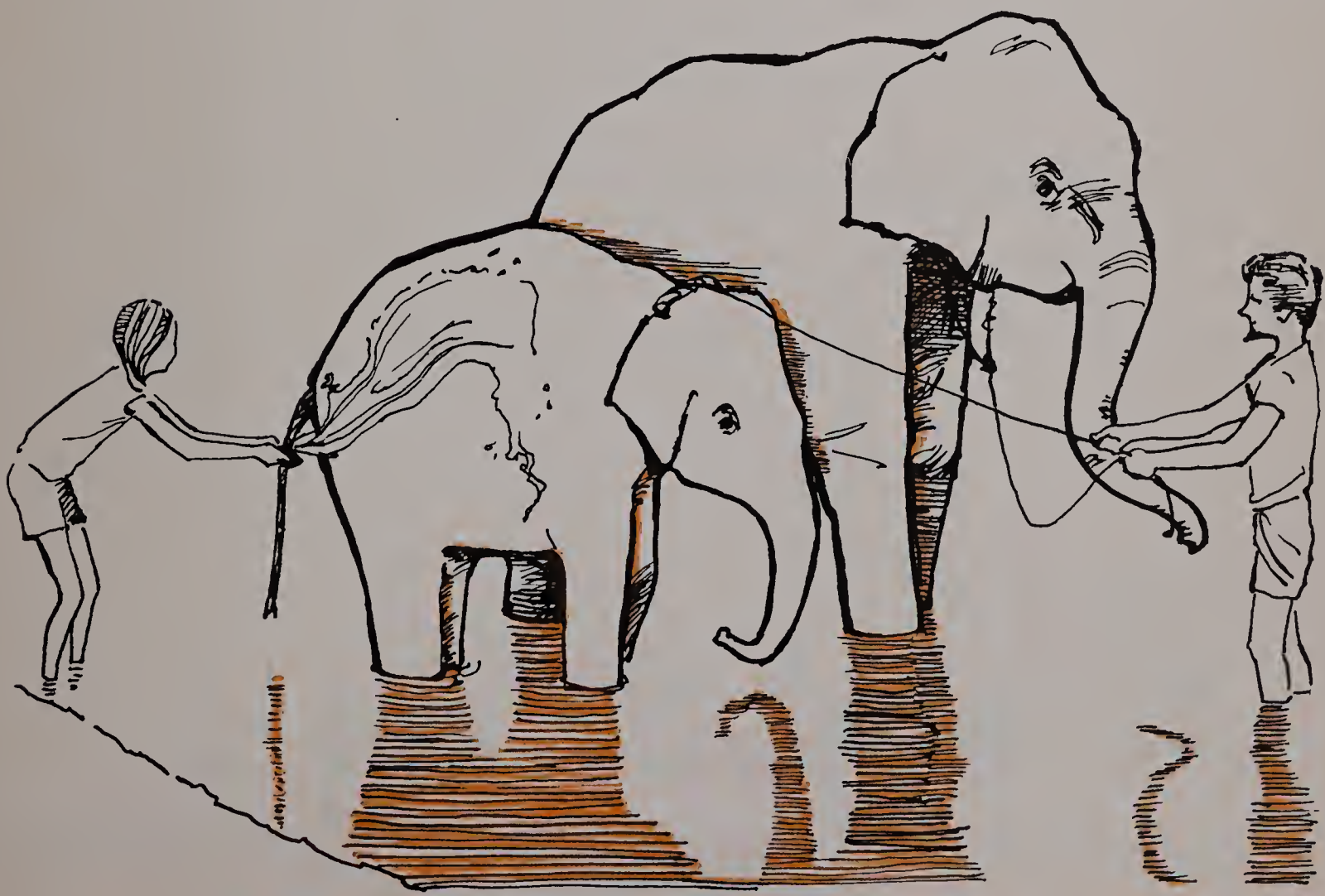
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Remember: using the correct connective helps your readers understand your written work.



# Learning to...

Sometimes groups of letters are added to the beginning of a word to form another word. These groups of letters change the meaning of the word to which they are added. The groups of letters are called prefixes.

A *prefix* is very often a word from another language. Many *prefixes* in English are from the Latin and Greek languages.

*Uni* is a prefix from the Latin language. It means *one*. *Cycle* is from a Latin word meaning *circle*, but we often use it to mean *wheel*. If we add the *prefix uni* to *cycle* we get *unicycle* which means *one wheel*.

*Bi* is a prefix from Latin language that means *two*.  
What word do you get when you add *bi* to *cycle*? .....  
What does the word mean? .....

Read the following list of words.  
uniform, bimonthly, biped, unidirectional  
First look up the meanings of each word in a dictionary. Next, write a sentence with each word which shows its meaning. Use one of the following connectives in each sentence:  
*because, since, as.*

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# 13/What's on Your Bookshelf?

## LEARNING TO CREATE STORIES

### Using connectives to organize thoughts effectively

The connectives *before*, *after*, *when* and *until* are used to join sentences together to show the order in which things happened.

The word *while* is another connective. This is how it is used.

David listens to rock and roll music *while* he is working.

*While* Jack fed the guppies, Jill ate sardines.

In the above sentences, *while* means *for the whole time that*.

Circle the connective in brackets that...

- 1. tells you the room became silent first.  
The room became silent (after, before, while) Charlie started opening his present.
- 2. tells you they took the lizard home last.  
(Before, After, Until) the game was over, they took their lizard home.
- 3. tells you the alarm clock rang for the entire time.  
(Until, When, While) Heather sang, the alarm clock rang.
- 4. tells you that he wrote the paper first.  
He didn't sleep (while, after, until) he had finished writing the paper.
- 5. tells you that the girl whistled the whole time.  
The girl whistled loudly (while, when, before) she sorted the gloves.

Write five sentences of your own using the connectives *before*, *after*, *when*, *until*, and *while*.

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Using connectives to organize thoughts effectively

The connectives *because*, *as*, and *since* answer the question *why*? They can be used to join sentences to show the reason why something happened.

For example:

- Because
- As Marge poked the balloon with a pin, the balloon popped.
- Since

Notice that the connectives *because*, *as*, and *since* are always followed by the reason, or cause (something that makes something else happen).

The connective *so* can also be used to join the sentences above the pictures to show the reason why something happened. For example:

Marge poked the balloon with a pin so the balloon exploded.

Here is a list of connectives and sentence parts. Use each connective in brackets to write a sentence that tells why something happened. Use another sheet of paper to write this activity.

Connective	Cause	Effect
1. (because)	Violet didn't spit out the gum	She turned the color of blueberry juice.
2. (so)	The Gunner couldn't load the gun	He couldn't fire it.
3. (as)	The cat jumped up on the table	It knocked over the teapot.
4. (so)	Only one army had a gun	They decided to forget about the war for 3 weeks.
5. (since)	They worked all night	They fell asleep quickly.

Here is a list of all the connectives you have learned so far:

and	after	until	since
but	before	while	as
or	when	because	so

Read the following paragraph carefully. In each blank, write a connective from the above list that fits.

Parker put his coat on ..... going outside. He took his umbrella with him ..... it was raining. He sang softly to himself ..... he walked through the downpour. He began to sing more loudly ..... he had walked for a few minutes. Finally, Parker stopped ..... sang at the top of his voice. Some people stayed a short time to listen ..... the loud singing ..... the rain drove them away. One man remained behind. The man spoke "Do you know you're standing in a puddle?" Parker paused to take a breath. "No," beamed Parker, " ..... hum a few bars and I'll sing it for you."



# Using descriptive language

Good writers use adjectives and adverbs to make their sentences interesting and colorful. Read the following sentences. What kind of word does each adjective describe?

- 1. Happy Dina Dropkick dumped her daisies on the dustheap.
- 2. Everyone knew that Cora was good most of the time.
- 3. The rough pirate would do just about anything for a chestful of gold.
- 4. Serge made a silly face just before he walked into the swamp.

ridiculous                  angelic                  brutal                  delighted

Rewrite each of the above sentences, replacing each underlined adjective with one from the list above. If necessary, use another sheet of paper.

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Are the sentences more interesting with the first group of adjectives or with the second group? .....Why?

.....Look at the adverbs in the sentences below. What kind of word does each adverb describe?

- 1. Ralph Obslint played the oboe badly.
- 2. Tammy often dances the hornpipe to entertain her pet rabbits.
- 3. Prin skates well.
- 4. A toy airplane can be easily made from note paper.

effortlessly                  miserably                  frequently                  marvellously

Rewrite each of the above sentences, replacing each underlined adverb with one from the list above. If necessary, use another sheet of paper.

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# Using descriptive language

Read the following list of words carefully. Put square brackets around the [adjectives], and round brackets around the (adverbs).

personal	old	basement	dusty
wooden	slowly	loudly	lovingly
carefully	silently	accidentally	large
cluttered	favorite	expertly	intently

Rewrite the following paragraph. Use words from the list to describe the underlined words. Remember, adjectives describe nouns and adverbs describe verbs.

Hank walked down the stairs to his workshop. The sled had been knocked over and was lying on the floor. So Hank picked it up and put it on the workbench. He chose a piece of sandpaper and began to sand the runners. Then he took a hammer and tapped down all the nails. Hank was hammering and did not hear Fred creep in. Fred watched as Hank put the finishing touches on his sled. "It's going to be tough sledding," said Fred. "No snow."

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# Learning to...

A good *opening sentence* for a story should catch the reader’s or listener’s interest.

It should also do one of the following things:

- a) Tell you mainly about a character or characters in the story (*who?*)
- b) Give you the setting in which the story takes place (*where? when?*)
- c) Tell you a problem or situation which will have to be worked out or solved (*what?*)

The following sentences could open a story. Write *who?* beside the sentence that tells you mainly about a character. Write *where? when?* beside the sentence that gives you the setting in which the story takes place. Write *what?* beside the sentence that tells you about a problem or situation which will have to be worked out or solved.

- .....The cabin was far from the nearest settlement, and until that moment the night had been a quiet and peaceful one.
- .....Wally Wallpot often stomps and shouts for no reason.
- .....Wally was furiously angry when he came in, and everyone wondered what he would do.

Choose the opening sentence you like best and write it below.

.....

.....

What details can you add to those in your opening sentence in order to finish writing your story beginning?

If your opening sentence tells about the setting, you could tell in what ways the night was quiet and peaceful.

If your opening sentence tells about the character, you could give examples of occasions when Wally shouted and stomped for no reason. If your opening sentence tells about a problem, you could add details to help your reader understand why it is a problem, and what difficulties there will be in solving it. Write the rest of your story opening on the lines below.

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Before you begin writing a story, it is always best to write a story description or story outline first. The story description (story outline) tells your story very briefly. It tells how your story begins, what events take place, and how your story will end. Most important, it makes writing your finished story much easier.

Look at the following example.

Opening sentence: Hal Beaver and Ginny Squirrel had worked hard to get their bathtub ready for the Woodstown Bathtub Race.

- Story outline:
- Needed to win because prize was a food hamper they wanted to give to Ginny’s poor aunt
  - day was bright, river sparkled, new paint on bathtubs gleamed
  - tubs line up in water
  - race is on
  - Hal and Ginny getting well ahead
  - suddenly, bathtub begins to sink
  - As Ginny wades over to grab the bailing can, she catches her toe in plughole
  - She remembers seeing a brown shape under water near the tub
  - realizes Sly, the water rat has swum beneath the tub and pushed the plug out
  - replaces plug, bails out water
  - Hal and Ginny pick up speed and win the race

Using the above outline, write the story.

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# Learning to...

Rewrite the following passage. Use any or all of the connectives you have learned about to join at least five pairs of sentences. (A list of all the connectives can be found on page 132.)

A talent scout was looking for the world’s most unusual act. Hundreds of strange performers lined up outside his door every day. There were bicycle-riding armadillos. There were tap-dancing kangaroos. There were pigs that mooed. There once was even a gaggle of geese that gargled melted cough drops. All the acts were odd. None of them was strange enough to be called the world’s most unusual act.

One day a woman arrived at the talent scout’s door. She didn’t look strange or unusual at all. She wore ordinary clothes. She carried a doctor’s black bag. “I have the world’s most unusual act,” said the ordinary-looking woman. Then she opened her black bag. She took out a chipmunk and a tiny accordian. She placed them both on a table. She reached in the bag again and took out a newt. Soon the newt was singing. The chipmunk played the accordian. “That’s incredible!” cried the talent scout. “How did you get the newt to sing?” “I didn’t,” replied the woman. “The chipmunk is a ventriloquist.”

How might the above story end?

Write three endings that you could use for this story.

Write one ending that is happy.

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Write one ending that leaves some questions unanswered.

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Write a surprise ending.

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# 14/Good-bye Until Next Fall

## LEARNING TO BUILD SENTENCES

### Using verbs to tell about what is going to happen

Read the following sentences.

*Yesterday* I went to a baseball game.  
*Next week* our team will be in the play-offs.  
I am taller than you are *now*.

At what time does the action take place in the first sentence? .....

In the second sentence? ..... In the third sentence? .....

These time clue words help you to know how to write the verb in your sentence. The chart below tells some words that give you time clues.

<u>Words</u>	<u>Time</u>
Two years ago	Past
Last week	
A month ago	
Yesterday	
This morning	
At this moment	Present
Now	
This minute	
Today	
A year or two from now	Future
Tomorrow	
In a while	
Next week	
Soon	

Read the following sentences. Write *N* beside the sentences that tell about something that is happening *now*. Write *P* beside the sentences that tell about something that already happened sometime ago in the *past*. Write *F* beside the sentences that tell about something that will happen later in the *future*.

.....I caught a cottontail rabbit last week by hiding in some bushes and grunting like a head of lettuce.



.....Our cat ate a ball of wool one year ago, and all her kittens were born with mittens.

.....Izzy is eating eight eggs underwater at the moment.

.....I am going to invent tiny pogo sticks for lazy frogs this coming summer.

.....Ned is going to photograph his house next time because it takes too long to paint it.

Now write some sentences of your own that tell about what is going to happen in the future.

Use the following sentence beginnings to start your sentences.

1. I am going to .....

2. My friend is going to .....

3. You are going to .....
4. Sam and I are going to .....

5. Mr. Jacks, our teacher, is going to .....

6. They are going to .....

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Here are some descriptions of events. Each description is followed by questions about the event. Write sentences to answer the questions, telling what is happening, what did happen, or what will happen. Use the correct form of the verb in brackets when you write your answers. The first set of questions has been answered for you, as an example.

Description: Bertrand ate pickled turnips between 6:30 and 7:00.

- 1. What would Bertrand say at 5 minutes past 7? (eat) I have just eaten pickled turnips.
- 2. What would Bertrand say at 5:30? (eat) I am going to eat pickled turnips.
- 3. What would Bertrand say at 6:30? (eat) I am eating pickled turnips.

Brenda wrote a story from 9 o'clock to 11:30.

- 1. What would Brenda say at 7 minutes past 12? (write) .....  
.....
- 2. What would Brenda say at 10:30? (write) .....  
.....
- 3. What would Brenda say at 8:15? (write) .....  
.....

Cecil shovelled sand from 6:30 to 12 o'clock.

- 1. What would Cecil say at 12:30? (shovel) .....  
.....
- 2. What would Cecil say at 5 o'clock? (shovel) .....  
.....
- 3. What would Cecil say at 6:45? (shovel) .....  
.....



Using verbs to tell about what should happen

There are many things that people are *supposed to do* only at certain times. When we want to tell about the certain times that people are supposed to do something, we can use words such as *always, never, usually, often, and sometimes*.

For example:

- People *should never play* with rattlesnakes.
- Divers *should always dive* into deep water.
- You *should usually clean* your doorknobs when they are dirty.
- You *should sometimes clean* your doorknobs even if they're not dirty.
- Gardeners *should often water* their gardens when it is hot and dry.

Write a sentence to answer each of the following questions. Use the underlined words from the question *and* the correct form of the verb in brackets when you write your answer. The first one has been done for you.

- 1. What should you usually do when you are tired? (sleep) You should usually sleep when you are tired.
- 2. What should you never do with a grizzly bear? (roller skate) .....
- 3. What should people always do for their pets? (feed) .....
- 4. What should you sometimes do for your relatives? (visit) .....
- 5. What should you often do to keep fit? (exercise) .....
- 6. What should you rarely do if you want to get cavities? (brush) .....



Sentences that give rules or tell what people are supposed to do have verbs that usually include the word should. Sentences that give rules or tell what people are not supposed to do usually include the words should not.

Write sentences to answer the following questions. Use the correct form of the verb in brackets *and* the underlined words in the question when you write your answer.

The first one has been done for you. If necessary, use another sheet of paper.

- 1. What should you do if you want to stay dry in the rain? (carry) You should carry an umbrella if you want to stay dry in the rain.
- 2. What should you do if you want to cross the street safely? (look)  
.....
- 3. What should you do if you want to play the piano well? (practise)  
.....
- 4. What should you not do if you want to remain friends with someone? (tease)  
.....  
.....
- 5. What should you not do when people are sleeping? (yell)  
.....
- 6. What should you do if you want to swim safely? (obey)  
.....
- 7. What should you not do if you don't want to get your new shoes muddy? (walk)  
.....  
.....
- 8. What should you do if you want information? (refer)  
.....  
.....

# Learning to...

Read the following graph carefully.

Words used to tell that you dislike something very much	loathesome      obnoxious  not pleasant or unpleasant  repugnant      distasteful	charming  entrancing  pleasant      delightful	Words used to tell that you like something very much
--	---	--	---

How do you feel about the following things? Use words from the above chart to express your feelings in sentences. The first one has been done for you.

1. the smell of rotten eggs: I think that the smell of rotten eggs is repugnant.  
.....
2. the taste of blueberry ice-cream: .....  
.....  
.....
3. the look of frying frog's legs: .....  
.....





# Learning to...

loathesome, repugnant, obnoxious, distasteful, pleasant, charming, delightful, entrancing.

Write sentences to describe the following things, using a word from the above list in each one. Use another sheet of paper to write this activity.

1. the feel of over-ripe tomatoes
2. the smell of raw onions
3. the taste of rhubarb
4. the look of raw liver
5. the taste of chocolate cake
6. the smell of fried fish
7. the feel of spaghetti
8. the look of fresh cherries
9. the taste of peppermint





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STARTING POINTS IN LANGUAGE/  
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ISBN: 07702-0665-4



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